DOCUMENT RESUME

ED 118 938 95 CE 006 506

TITLE "Career Education" Junior High School Style: "Mini Course" for Eighth Grade.
INSTITUTION Alpine School District, American Fork, Utah.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
NOTE 97p.; For related documents, see CE 006 505 and CE 006 507

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS Career Choice; *Career Education; Career Exploration; Classroom Games; Course Content; *Curriculum Guides; *Grade 8; Junior High Schools; *Learning Activities; Role Playing; *Short Courses; Simulation; Teacher Developed Materials; Teaching Methods
IDENTIFIERS Utah (American Fork)

ABSTRACT

The Alpine School District in American Fork, Utah is administering a career education program designed to provide positive experiences (real and simulated) to demonstrate to students that career choices are contributing factors to one's life style (economic, recreational, and social). The three week career education mini-course for eighth grade reviews some of the seventh grade curriculum and encourages students to do additional thinking and searching in the area of careers. It provides teachers with various activities that are most suited to their teaching objectives and class profile. The teacher-developed unit is divided into six phases: a unit introduction (one day); exploring careers (seven days); choosing a career (5 days); a simulation game, "Selling the School" (four-seven days); evaluation and curriculum activities (two days); and resource information. The approximate teaching time, unit objectives, ideas to be learned and evaluated are presented for each phase. Accompanying each unit are various activities emphasizing student involvement through learning games, role playing, and simulation experiences. (BP)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED1189738

# "Career Education" Junior High School Style

# "Mini Course" for Eighth Grade

Conducted Under

Part C of Public Law 90-576

ALPINE SCHOOL DISTRICT

50 North Center

American Fork, Utah 84003

Dr. Dan W. Peterson, Superintendent

Dr. Stanley "A" Leavitt, Project Director

1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE006856

DEC 3 1975

## FOREWORD

The Alpine School District is presently administering a career education program to give some positive experiences to the students in exploring various careers.

Seventh grade students complete a semester course entitled "Career Education." Students analyze themselves and begin to explore their abilities and desires in relation to life's work. Eighth and ninth grade students take a three week Career Education Mini Course which reviews some of the seventh grade curriculum and encourages these students to do additional thinking and searching in the area of careers. Career teachers of eighth and ninth grade students will give emphasis to jobs related to the course material in all subject areas.


## ACKNOWLEDGEMENT

The eighth grade mini course materials have been prepared by a group of teachers from Alpine School District and completed during July of 1974. The district acknowledges the work of the following people.

Kermit Anderson
David Squires
Dona Anderson
Ruth Peterson
Marsha Anderson
George Harrison
David Dinsdale
Janice Mayne
Roger Greenwood

Dr. Garn Coombs of Brigham Young University was a consultant.

8th GRADE MINI-COURSE

OBJECTIVE OF UNIT:

Each 8th grade student will be given experiences, both real and simulated, to demonstrate that career choice is a contributing factor to one's life style (economic, recreational and social)

INTRODUCTION:

This three week career education mini-course is designed to provide the teacher with various choices of activities, and to allow him to select those items he feels are most suited to his objectives and the class profile. Not all of the materials can be used in three weeks, nor are they intended to be. The option of teacher selection is built into the unit with the exception of the introduction. The introduction is a set starting point from which the unit can branch into the areas most suited to class interests, needs, and capabilities.

Most of the learning experiences for the 8th grade unit will occur within the classroom with special resource items and people brought in to the classroom rather than the students going out into the community. Occasional activities require the students to go outside the school, but the emphasis remains in the classroom.

The career education materials emphasize student involvement activities such as learning games, role playing, and simulation exercises. The unit should be a workable tool by which the teacher may reach the objectives of this course.

UNIT OUTLINE:

This unit is divided into six phases. Each phase has an identification number that is indicated 1.0, 2.0, 3.0 etc. Within each phase are learning activities which have a corresponding number. The first number indicates the phase; the second number identifies the activity (1.1, 1.2). Teachers should study the unit prior to teaching. Select the activities you plan to teach and study each activity by reading the behavioral objective, ideas to be learned, and evaluation. The activities are designed for immediate use, but in some instances an activity sheet is not provided. Following is an outline of the unit which provides a summary of phase activities.

PHASE 1.0: UNIT INTRODUCTION (1 Day)

1.1 A sound slide presentation, Decisions, Decisions, Decisions, that demonstrates the variety of life styles in our society. This introduces the unit, and may also be used as an ending activity for the unit.

1.2 A discussion will follow the sound slide presentation. Refer to the "Ideas to be Learned" for this phase as a basis for questions and discussions.

1.3 The individual preference sheet is based on choice and value. It centers upon life styles as seen through the eyes of each student.

PHASE 2.0: EXPLORING CAREERS (7 Days)

2.1 Career Family Groups. This activity requires the use of a Career Family Groups list which students use to categorize by specific job titles and family groups, careers available within the County.

2.2 Twenty Questions. The students will discover the job of a resource person by playing the game, Twenty Questions.

2.3 Circle It. Students practice putting job, career or vocation into a Career Family. (See instructions.)

2.4 Matching Careers. Students match careers with Career Family factors such as location, equipment, training, specific services, etc.

2.5 Bulletin Board. Student activity to produce a pictorial over-view of individual interests related to Career Families.

2.6 Collage. As a follow-up to the Bulletin Board, students will build a collage that depicts the life style within a given income.

2.7 What Does This Career Offer Me? Students analyze positive and negative factors that might affect them in a given job.

PHASE 3.0: CHOOSING A CAREER (5 Days)

3.1 What Can I Offer the Career? This strategy deals with attitudes toward work. It is open-ended and calls for pre-choice by the respondent.

3.2 What Can I Offer a Career? A simulated problem-solving exercise. The students are faced with a problem within a business and asked to evaluate the character traits of various employees in the situation.

3.3 Invest Pyramid. A strategy that will allow students to rank community occupations.

3.4 Forming a Business As a Class. This activity requires the services of a resource person followed by an in-class simulation.

3.5 Role-Playing. A series of family situations is given. Use members of the class to role play and/or discuss each situation.

3.6 A Place to Live: Which Community? This two-part activity requires ranking items that would be valuable within a community.

3.7 The Price is Right. This strategy might be based on the Want Ad section of a newspaper or residential listing cards which are available from a local realtor.

3.8 Employer/Employee. Dealing with situations between the employer and employee.

PHASE 4.0: SIMULATION GAME: "SELLING THE SCHOOL" (4-7 Days)

This simulation exercise emphasizes the decisions and processes found in the world of business. Students will visit local businessmen, make business transactions, evaluate personal financial status, and simulate bidding for the school. This activity will require an extended time period to complete and should be programmed into the unit during the initial planning if you plan to use it.

PHASE 5.0: EVALUATION AND CULMINATING ACTIVITIES (2 Days)

5.1 Career and Personal Satisfaction. This activity is a continuum based on personal interest and job classification. Place the completed form in the student's portfolio.

5.2 How Careers Affect You. A culminating activity. Students identify careers which have influenced their lives.

5.3 Career Study Sheet. Students analyze careers and avocations.

5.4 Repeat the sound slide presentation used to introduce the unit.

PHASE 6.0: RESOURCE INFORMATION (Items may be used as needed in unit.)

6.1 Resource Person Preparation Sheet. Provides guide lines for use by students or teacher and resource persons. Use as needed.

6.2 Film list available from B.Y. U. Film rental catalog, 1973-74. Use as needed.

6.3 What Do I Have To Offer A Career? An alternate activity that could be used in any phase.

6.4 Community Problems For Career Exploration: An alternate activity that deals with the solving of community problems through role playing.

6.5 Ideas which center upon avocations.

# PHASE I

# INTRODUCTION

PHASE 1.0

INTRODUCTION:

Day 1

UNIT OBJECTIVE:

After viewing a filmstrip on life styles and careers, the students will discuss the relationship between career choices and life styles and complete his individual preference sheet.

IDEAS TO BE LEARNED:

1. A variety of careers is found in the world around us.
2. Lifestyle is one's pattern of daily living.
3. A career is the lifework that one chooses.
4. A career contributes to one's life style.
5. Individuals with similar careers may live widely differing life styles.
6. Each career fills a function in our society.
7. Sometimes a person has to choose between a life style and a career.
8. A choice of life style may limit the choice one has in careers.
9. A variety of life styles exists other than those the students are presently living.

Equipment Needed: Kodak Carousel Slide Projector, Cassette tape player and projection screen. Note: The magnetic cassette tape is recorded with an audible "beep" for manual operation, and also recorded with an audible signal that may be used with machines designed for automatic use. (50 Hz slide advance signal)

Learning Activities:

1.1 Show the sound slide presentation with little or no introduction from the teacher.

1.2 Discuss varieties in life styles (differing homes, clothing, vehicles, leisure, etc.) based upon the "Ideas to Be Learned." (See above.)

1.3 Following activities 1.1 and 1.2 the students will complete the Individual Preference Sheet.

EVALUATION:

Students will hand in the Individual Preference Sheet. (All answers are acceptable.) Note to the teacher: The Individual Preference Sheet will be placed in the student's portfolio.

Activity: 1.3

In each of the following categories, rate the six (6) things you like best with your favorite being number one (1).

I. Where would you like to live

___ California ___ Florida ___ Canada

___ Wyoming ___ Utah ___ England

___ Alaska ___ Arizona ___ Maine

___ Hawaii ___ Mexico ___ Virginia

___ New York ___ Australia ___ Washington D.C.

___ Texas ___ Germany ___ Illinois

II. In which size town would you like to live? (These are only examples to show comparative size.)

___ Large City (New York City) ___ Large Town (American Fork)

___ Medium City (Salt Lake City) ___ Small Town (Alpine)

___ Small City (Provo) ___ Small farm or ranch (Highland)

III. In which type of home would you like to live?

___ Ranch or Farm-style Home ___ Modern Split-level Home

___ Apartment ___ Early American

___ Mobile Home ___ Housing Development Style Home

___ Condominium

IV. Which is your preferred type of transportation?

___ Motorcycle ___ Economy Car

___ Jeep-Style ___ Sports Car

___ Pick-up Truck ___ Luxury Car

V. If you had your choice of leisure time activity, what would you do?

___ Watch favorite T.V. show ___ Be a spectator at a seasonal sport

___ Go to a movie ___ Go to a dance or concert

___ Participate in favorite sport ___ Go to a play or melodrama, or pageant

VI. Which of these sports do you enjoy doing most?

___ Horseback Riding
___ Skiing
___ Back-Packing
___ Camping
___ Fishing
___ Hunting
___ Motorcycling
___ Tennis
___ Golf
___ Water Skiing
___ Boating
___ Jogging
___ Scuba Diving
___ Snowmobiling
___ Swimming
___ Skating
___ Archery
___ Pool
___ Bowling
___ Dancing
___ Other (write in)

VII. Most of your social life will be involved with:

___ Church groups
___ Neighborhood associations
___ Family
___ People from work
___ Selected friends
___ Fellow club members
___ No specific group or persons

VIII. What would be the ideal eating situation for your family?

___ Each family member prepares what he prefers
___ Meal prepared at home and each family member eats where he prefers when he is ready
___ Family eats watching T.V. from T. V. trays, or etc.
___ Family goes out and eats at a Drive-In
___ Family eats at a Restaurant
___ Entire family eats at a specific time in the dining room or kitchen

IX. Which type of meal would you most enjoy?

___ Steak or Roast Beef
___ Hamburger
___ Taco
___ Fresh fried trout
___ Chow Mein
___ TV dinner
___ potatoes
___ french fries
___ enchiladas
___ potatoe salad
___ fried shrimp
___ potato chips
___ tossed salad
___ root beer
___ fritos
___ hot chocolate
___ fried rice
___ coke

X. For your choice of life style, which type of clothing will you need most in your wardrobe?

___ Cut-offs, T-shirts and sandals

___ Levis, boots, denim pants and jacket

___ Casual sports clothes

___ Pants suits, skirt, sports jacket, etc.

___ Suits and dresses

___ Uniform

## RESULTS OF THE INDIVIDUAL PREFERENCE SHEET

(This sheet might be filled out by partners within the class instead of by the student on his own Preference Sheet.)

1. List the first choice in the six (6) categories:

   A. Where would you like to live? _____ (answer to question 1)

   B. In which size town would you like to live? _____ (answer to question 2)

   C. In which type of home would you like to live? _____ (answer to question 3)

   D. Which is your preferred type of transportation? _____ (answer to question 4)

   E. If you had your choice of leisure-time activity, what would you do? _____ (answer to question 5)

   F. Which of these sports do you enjoy doing most? _____ (answer to question 6)

   G. Most of your social life will be involved with: _____ (answer to question 7)

   H. What would be the ideal eating situation for your family? _____ (answer to question 8)

   I. What type of meal would you most enjoy? _____ (answer to question 9)

   J. For your choice of life style, which type of clothing will you need most in your wardrobe? _____ (answer to question 10)

From your choices, is it possible that you can live in the size and type of home you would like in the location of your choice? ____

Is your choice of leisure-time activity and your favorite sport possible in the area in which you have chosen to live? ____

Is it possible that you can find the type of social life you desire in this area? ____

Do you have in mind a career which will allow you the time, the finances, and the opportunities to enjoy these preferences? ____

If so, what do you know about this career? ____

# PHASE II

# EXPLORING CAREERS

PHASE 2.0

INTRODUCTION

PHASE OBJECTIVE:

EXPLORING CAREERS: (7 Days)

By completing career-centered learning activities, students will classify Career Families and be able to identify specific careers within a given family.

IDEAS TO BE LEARNED:

1. Job opportunities are numerous within each career family.
2. Job availability varies with location.
3. Life style is an outgrowth of career, finance, interest, and individual choice.
4. An individual may be dissatisfied with his life style.
5. An individual can change his life style.
6. Life style may be influenced to varying degrees by one's career.
7. Characteristics of specific jobs are similar within the Career Families.
8. Individual interests can be channeled into a Career Family.

LEARNING ACTIVITIES:

These activities support and fulfill the behavioral objective and ideas to be learned. However, all activities are not necessary to complete this unit. Select those that fit individual class needs.

2.1 Career Family Groups: Students will compile a County Career Reference File. (The Reference Form and directions are included.)

2.2 Twenty Questions: Arrange for a career person (unknown to the students) to visit the classroom. (The format for the activity is outlined on the activity sheet.)

2.3 Play the game, "Circle It." (See instruction sheet.)

2.4 Matching Careers - Play the game, "Matching Careers," and use the Desk-Top Career Kit for this group activity. (See instructions and example.)

2.5 Bulletin Board: Select students to prepare a bulletin board to help identify individual and class interests. (See instruction sheet.)

2.6 Collage: Students will construct a Collage based upon the theme of Life Styles. (See the instructions.)

2.7 What Does A Career Offer Me? Complete the ranking sheet and tabulate a score. (Activity sheets are provided.)

ACTIVITY 2.1

Yellow Pages Investigation

BEHAVIORAL OBJECTIVE:

In an exercise in which the local telephone directory will be used, groups of students will list the jobs within the county or city that fall within a particular career family. Each group will present a short oral report of their findings to the class.

IDEAS TO BE LEARNED:

1. Job opportunities are numerous within each of the career families.
2. Availability of jobs vary with geographic location.
3. A large number of jobs exist within your local area.
4. Jobs can be classified by identifying similar characteristics of such jobs.

LEARNING ACTIVITIES:

1. Through the use of The Career Family Group Reference Sheet, the telephone directory, and the County Career Reference Guide Form, groups of students will list existing jobs within the county or city that fall within one of the 15 career families listed.
2. Each group will give a short oral report of their findings.

EVALUATION:

Students will be evaluated on the basis of participation and completion of the assignment as outlined in the behavioral objective.

ACTIVITY 2.1

8th GRADE CAREER FAMILY GROUPS (Reference Sheet)

AGRICULTURE - grain farmer, livestock producer, forester, cattle buyer, dairy worker

BUSINESS & OFFICE - Typist, bank teller, file clerk, recorder, accountant, bookkeeper, statistician

COMMUNICATION - T.V., radio, books, newspaper, public relations, publishers

CONSTRUCTION - home building, roads, bridges, dams, architecture, drafting, surveying, electrician, plumber, utilities

EDUCATIONAL SERVICES - teachers (private & public school), libraries, computer services, universities

ENVIRONMENTAL & NATURAL RESOURCES - botanist, florist, landscape specialists, horticulturist, ecologist, forest ranger, gardener, land management

FINE ARTS--HUMANITIES - museums and planetariums, musicians, artists, dancers, singers, performers

MANUFACTURING - clothing, automobile, food, production, sporting goods, campers, boats

MARKETING & DISTRIBUTION - business machines, wholesaler, stock market, corporations, small and large business

MEDICAL - doctors, nurses, medical research, dentists, anesthesiologists, podiatrist, dermatologists, dietitians

PERSONAL SERVICE - laundromats, cobblers, barbers, beauticians, tailoring, catering, interior decorating

PUBLIC SERVICE - government, policeman, firemen, civil service employees

RECREATION & LEISURE- bowling alleys, golf courses, swimming pools, ski resorts, pool halls, movie theatres

SCIENCE - chemist, physicist, pharmacist, research

TRANSPORTATION - land, sea, and air (space)

ACTIVITY 2.1 (cont.)

FORM TO BE USED BY GROUPS IN COMPILING THE COUNTY CAREER REFERENCE GUIDE

CAREER FAMILIES:

1. Agriculture
2. Business and Office
3. Medical
4. Public Service
5. Environmental and Natural Resources
6. Communication
7. Recreation and Leisure Time
8. Manufacturing
9. Marketing and Distribution
10. Personal Services
11. Construction
12. Transportation
13. Educational Services
14. Science
15. Fine Arts

YOUR GROUP'S CAREER FAMILY: _____

Jobs you found in this Family in our County: (The number of lines does not indicate the number of jobs you will find – if necessary, use the back of this or another sheet.)

1. Name and identify at least 8 occupations or jobs that members of the group did not know existed before this investigation;

   _____

2. How many jobs did you find in this Career Family listed in the yellow pages?

   _____

   Did you think there would be this number? _____

3. Are you interested in any of the jobs within this Career Family? Which ones?

ACTIVITY 2.2 TWENTY QUESTIONS:

INTRODUCTION

BEHAVIORAL OBJECTIVE:

After inviting a resource person into the classroom, students will ask up to twenty questions that can be answered "yes" or "no" as they attempt to identify the visitor's job title. (If the class fails to identify the job title within 20 questions, the visitor may supply additional information in answering.)

IDEAS TO BE LEARNED:

1. Inquiry is a stimulating means of learning.
2. An individual who has knowledge and expertise is an important learning resource.
3. The life style of an individual is usually associated with his job choice and individual preference.

LEARNING ACTIVITIES:

1. Students will question a resource person regarding his occupation. (See the activity sheet.)
2. Optional Use of 20 Questions: Have students assume job roles and answer questions. This might be a worthwhile warm-up session for the resource person.

EVALUATION:

The individual interest and participation in completing this activity.

INSTRUCTIONS TO THE TEACHER:

1. The teacher will arrange for an unknown Career Person to visit the class. (See the Resource Person Preparation Sheet: Activity 6.1 in Phase 6.0).
2. Prior to the resource person coming to speak, the teacher will explain the rules of the game of "Twenty Questions" to the students.
3. The teacher will select a panel of students or allow the total class to participate. It may be advisable to choose a capable student to record the questions asked to avoid repetition by students asking the same question.
4. The teacher should let students use their County Career Reference Guide (Activity 2.1) so the questions asked can be answered with a "Yes" or "No" response.
5. The total number of questions asked by all students will be 20.
6. The class will attempt to either discover the title of the job or identify the type of work the person does.

7. If the class does not discover the Career Person's identity in the 20 questions, the guest can start supplying additional information with questions other than "Yes" or "No" answers.

8. The Resource Person should explain the preparation necessary for his job or career, why he chose this particular job, and an explanation of how the following conditions relate to his job:

   a. working conditions
   b. longevity of the job
   c. seasonal problems
   d. shift work
   e. on-the-job problems
   f. insurance and other fringe benefits
   g. leisure time activities
   h. health hazards
   i. personal needs
   j. limitations
   k. psychological aspects
   l. social aspects

9. The Resource Person should summzrize the life style his career has enabled him to provide for himself and his family. He may describe a hobby which he enjoys through his life style.

## ACTIVITY 2.3 CIRCLE-IT

### BEHAVIORAL OBJECTIVE:

In a classroom activity involving career families, students will identify particular jobs that match families during the game. An instruction sheet is included.

### IDEAS TO BE LEARNED:

A fun activity is one means of reinforcing knowledge.

### LEARNING ACTIVITIES:

1. The teacher will review the rules of the game with the class. (See activity sheet.)
2. Students will play the game.

### EVALUATION:

Individual participation in the game.

### INSTRUCTIONS TO THE TEACHER:

1. Arrange the class in circles of about 10 students each. Allow the students to review their County Career Reference Guide.
2. One student is "It" and stands in the center of the circle with the newspaper. The student points to a player, names a career family such as agriculture, and counts to ten. The player the student pointed to must give the name of a career or occupation that fits in that Career Family.
3. If the player does not correctly name a career by the count of 10, "It" thumps the player on the head and the new student must take "It's" place in the center of the circle.
4. To keep the game active, "It" may call out "County Career Reference Guide" and everyone in the circle must change places.
5. This game can be reversed with "It" naming a career or occupation and the person he points to must respond with the name of the career family.

ACTIVITY 2.4 MATCHING CAREERS:

INTRODUCTION

BEHAVIORAL OBJECTIVE:

While using the Desk-Top Career Kit, members of the class will prepare a list of five clues to identify each job and a name plate with each job title. (The clues and name plates will be used in the activity as outlined.)

IDEAS TO BE LEARNED:

1. Characteristics of specific jobs are similar within the career family.
2. Individual ability can be channeled into a specific job within a career family.

LEARNING ACTIVITIES:

1. The class will observe a demonstration by the teacher on the use of the Desk-Top Career Kit.
2. Students will prepare five clues and four job titles from the Desk-Top Career Kit.
3. Each group will present its clues to the other groups during a competitive gaming session.

EVALUATION:

Individual participation in the learning activities.

JOB GAME - MATCHING CAREERS

Equipment: Desk-Top Career Kit
Cards from research in the kit that show the identification of jobs
Individual cards listing the Career Families (15)

Personnel: Class Teams of at least 4 members in each group
Roving Judge (teacher)
Score keeper

Procedures:

1. Each group selects a leader.
2. The leader selects a Career Family.
3. Each group selects 4 careers from their specific Career Family.
4. Each group makes five clues to help identify each career.

5. List the clues in this order:

   a. location of work
   b. equipment or tools needed
   c. training
   d. specific services or characteristics
   e. miscellaneous characteristics

6. The group makes a name plate for the four chosen careers.

7. In the game situation, the name plates and clues are mis-matched when presented to the other groups.

8. The objective of the game is to re-arrange and correct, by match, the name plates with the characteristics before the other teams.

9. Scoring: If a group can match another team's job title and a clue, they write their choice on paper. The Roving Judge checks their answers.

   If correct, on the first choice, 5 points are awarded to that group's score. If all groups are wrong the game continues until some group makes the proper matching. There is no penalty for guessing, but with each additional clue given, each team has 1 point dropped.

TEACHER'S EXAMPLE:

CAREER FAMILY - AGRICULTURE

GROUNDS-KEEPER - His work is out-of-doors in all types of weather.
He mus use specific tools to do the job.
No experience is necessary because he learns his job as he does it.
He must lift, bend and walk.
He may be employed by different organizations such as: school systems, private clubs, golf courses, shopping centers, and estates.

TREE SURGEON - The work is done out-of-doors, all year around.
He works with equipment pertinent to his job.
This work is physical and most employers require a high school education.
He provides a service and is the "doctor" of the plant world.
He can be employed by electric companies, state agencies, telephone, or private tree-care agencies.

BEEKEEPER - He spends the winter repairing and cleaning equipment.
He is self-employed; but must study and understand the life cycle of insects.
He must assemble specially designed wooden boxes.
He is sometimes called an Apiarist.
He harvests a product in quantity lots that is edible, very sweet, and expensive.

FRUIT FARMER - He works outdoors at a job that involves a great deal of physical labor.
He must contend with problems such as weather, changing marketing conditions, and insects.
Agriculture training on University level is recommended but not necessary.
He hires and supervises large numbers of workers.
He produces a product that involves harvesting, packing, shipping and marketing.

## ACTIVITY 2.5 BULLETIN BOARD

Student initiated project for Fast Learners who in turn direct other members of the class in its completion.

## BEHAVIORAL OBJECTIVE:

Selected students will prepare bulletin board of Career Family headings. Each Career Family will be in a different color with colored yarn extending to the pictures, provided by the class members, which depict the various jobs within the Career Family. A bulletin board committee will specify the size of the pictures used, or if drawn, some regulations to insure that the bulletin board is uniform and attractive. To individualize the project, a student's picture could be attached to the picture of his job choice.

## IDEAS TO BE LEARNED:

Identifying the individual and class interests to jobs within the Career Families.

Everyone has specific interests for a reason.

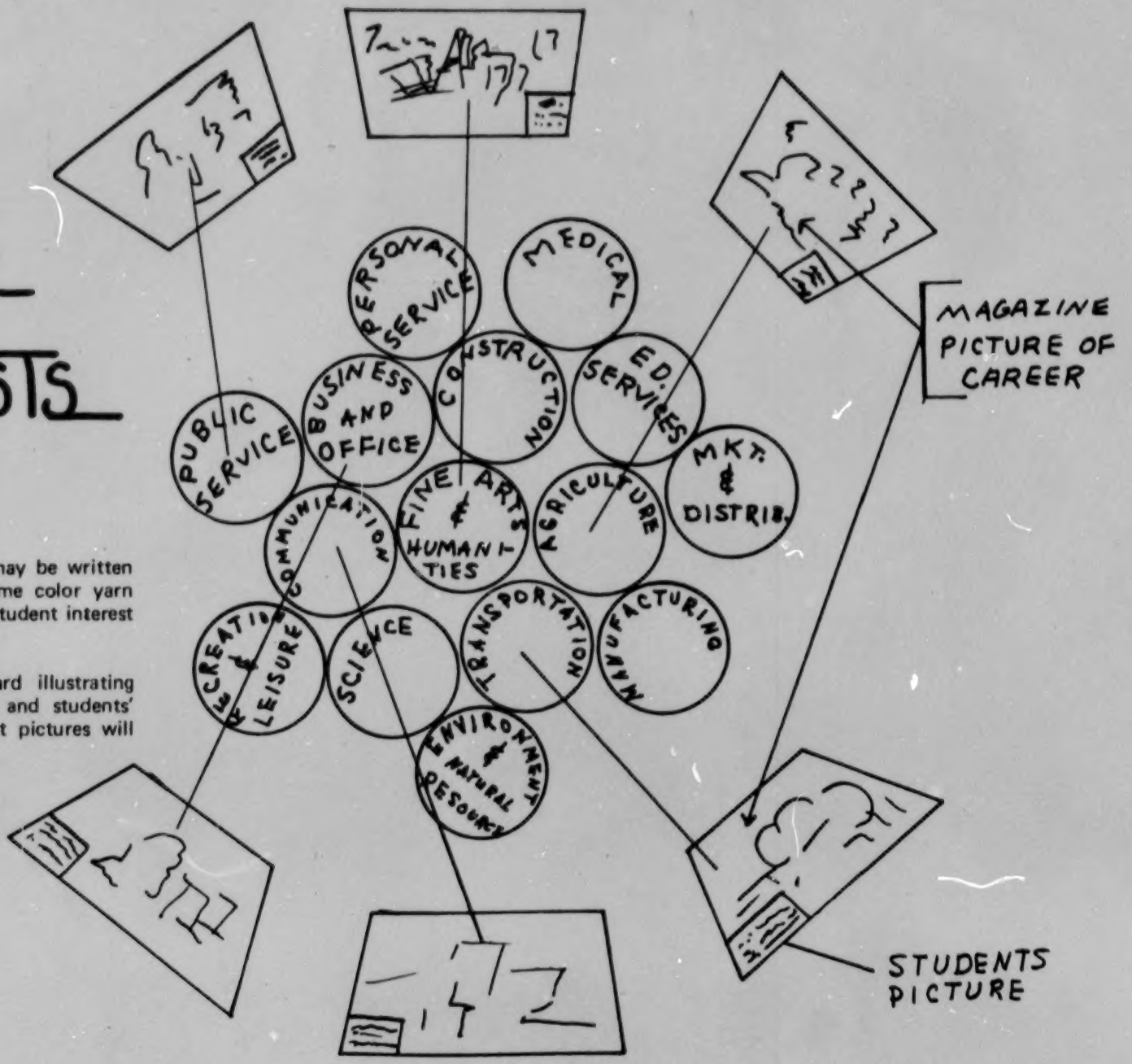
## LEARNING ACTIVITY:

Students will prepare a bulletin board as specified in the behavioral objective and the example.

## EVALUATION:

Completion of the bulletin board as specified.

# OUR CAREER INTERESTS




Career family names may be written in different colors. The same color yarn could be used to identify student interest and family.

Idea for bulletin board illustrating career clusters or families and students' interests. Individual student pictures will give a personal touch.

ACTIVITY 2.6 COLLAGE

BEHAVIORAL OBJECTIVE:

As an out-growth of the bulletin board project, each student will make a collage of a life-style. The student will draw a slip of paper indicating an income or will be assigned a specific income by the teacher. The life-style they are able to depict in the collage will be restricted by and in accordance with the selected income. The collage will include such items as:

| | | |
|---|---|---|
| home | pets | foods & eating styles |
| family | recreation | clothing |
| Church affiliations | sports | social activities |
| hobbies | modes of travel | vacation places |

IDEAS TO BE LEARNED:

1. Student identifies a life-style.
2. Student becomes aware that life-styles and career go together.
3. Comparable life styles can be provided in various careers.

LEARNING ACTIVITIES:

1. The teacher gives each student a number for his collage so the student may sign his collage by number rather than name. The teacher is the only person with the code numbers of the class. (ex. 007; OB V111; 16, 0000).
2. Collages are placed about the room on display with code numbers visible.
3. Every student is supplied a sheet listing the code numbers. They then try to identify:
   a. Minimum amount of yearly income needed to provide this type of life-style.
   b. Five careers that could provide this type of life-style.

EVALUATION:

Submitting the completed collage to the teacher.

ACTIVITY 2.7 WHAT DOES THIS CAREER OFFER ME?

BEHAVIORAL OBJECTIVE:

By using the next page, the student will rank careers of their choice (at least 5), as to the positive and negative factors which will be effective within the job or career. The student can tabulate a total from the ranking which will give them an indication as to whether the career and life style are compatible.

IDEAS TO BE LEARNED:

1. Compatible life style factors and careers can be found within the 15 various Career Families.
2. Student will become aware of some of the characteristic working conditions from a specific job or career.
3. Student will become aware of the fact that a job may be a hindrance to mental and physical well-being.
4. Students will become aware of the potential economic variances of specific jobs and careers.

LEARNING ACTIVITY:

Each student will rank at least five careers on the "What Does A Career Offer Me?" activity sheet.

EVALUATION:

The handing in of the completed activity sheet to the teacher.

## WHAT DOES A CAREER OFFER ME?

Using the County Career Reference Guide, the student will select at least five (5) Careers from any of the 15 Career Families. These choices should be some which the student finds most interesting. Using the code, score the positive and negative factors.

| | CAREER TITLE | 1. | 2. | 3. | 4. | 5. |
|---|---|---|---|---|---|---|
| POSITIVE FACTORS | CODE: Yes = 3 Maybe = 2 No = 1 | | | | | |
| 1. Does this career develop my potential talents, abilities and aptitudes? | | | | | | |
| 2. Does this career allow me to maintain my personal standards? | | | | | | |
| 3. Does this career provide an opportunity for advancement? | | | | | | |
| 4. Does this career provide other jobs in the Career (interest) Family that I could transfer to if the need exists? | | | | | | |
| 5. Does this career allow an opportunity for me to serve my community? | | | | | | |
| 6. Will this career allow me an opportunity to fulfill the economic needs of my chosen life style? | | | | | | |
| 7. Will this career provide an opportunity for a satisfying life style in regards to the social and family life of my choice? | | | | | | |
| NEGATIVE FACTORS | CODE: Yes = 1 Maybe = 2 No = 3 | | | | | |
| 1. Will the time and money involved for training in this career be more than I would like to sacrifice? | | | | | | |
| 2. In fulfilling the responsibilities of this career, will it be detrimental to my mental health? | | | | | | |
| 3. Will this career limit the place where I live? | | | | | | |
| 4. Will my hours and schedule be irregular? | | | | | | |
| 5. Will this career force me to work with individuals who may infringe upon my personal rights? | | | | | | |
| 6. Will this career be in existence when I'm ready for the job market? | | | | | | |

# PHASE III

# CHOOSING A CAREER

PHASE 3.0 CHOOSING A CAREER: (5 days)

INTRODUCTION

BEHAVIORAL OBJECTIVE:

In a Careers Unit, emphasizing service, personal satisfaction, and monetary gains, the students will complete simulation activities, a value sheet, a value choice sheet, a now-evaluation sheet, a continuum sheet and a series of role-playing situations. The teacher may choose from these activities to fit individual class needs and time limitation.

IDEAS TO BE LEARNED:

1. You only get out of a job what you put into it.
2. Job satisfaction is dependent upon job interests, working conditions, people who work with you, financial returns, reward and opportunity.
3. A positive attitude on the part of the individual is basic to job success.
4. Dependability is an essential trait for career success.
5. The way money is handled within a family, is often a major factor in family happiness.
6. Financial planning is necessary to business, personal, or family success.
7. The community in which one lives can contribute to personal success and life style.
8. Career selection may determine one's status within the community.
9. One career may contribute to community well-being more than another.
10. A career's value to a community may be directly related to the importance of the service provided and not to community social standing.

LEARNING ACTIVITIES:

These activities support and fulfill the behavioral objective and ideas to be learned. You may select from this list for classroom instruction.

3.1 What Can I Offer a Career? Students will complete this value strategy by coloring the wheel as indicated. Sheet and instructions are provided.

3.2 Do the "What Can I Offer the Career?" problem-solving strategy. See ideas to be learned and activity.

3.3 Read the simulated problem-solving exercise, Pyke's Dilemma. Read the ideas to be learned and instructions to teacher. You may want to duplicate the story so that each student will have a reading copy.

3.4 Complete the "Investment Pyramid" strategy. Instructions are included.

3.5 Complete "Forming a Business As a Class." Part I requires a resource person. Part II is an in-class simulation.

3.6 Role-Playing: Select simulations from the role-playing activities. Instructions for each situation are provided.

3.7 Use the Rank Order Sheet "A Place to Live: Which Community?" This strategy consists of two parts. Read the activity instructions.

3.8 The Price is Right. Students will compete for items in competitive bidding. (See instructions.)

3.9 Employer/Employee: Dealing with Situations

ACTIVITY 3.1

WHAT CAN I OFFER THE CAREER? (A Now-Evaluation)

BEHAVIORAL OBJECTIVE:

Students will fill in a color-wheel in response to questions dealing with attitudes toward work.

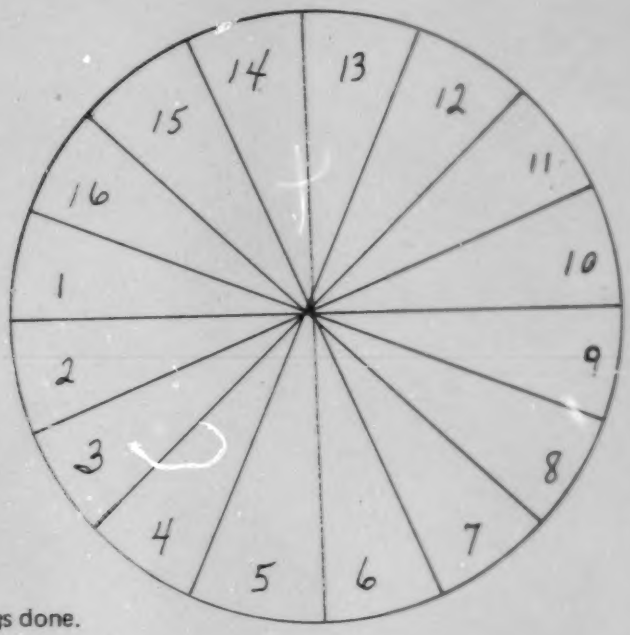
IDEAS TO BE LEARNED:

1. Positive attitudes are important to an employer.
2. An employee's positive attitudes about his employer and fellow workers enhance his job success.
3. Work attitudes can be changed.
4. Acquiring new skills is sometimes important to job advancement.
5. Personal appearance is important for success in many jobs.
6. Respect for other's property is important.
7. Dependability is an essential trait for career success.

WHAT CAN I OFFER THE CAREER? (A Now-Evaluation)

WHAT COLOR ARE YOU?

Fill in questions answered "yes" with red. Fill in "no" answers with blue.




1. I'm willing to work. _____
2. I enjoy helping others. _____
3. I always try to do my best. _____
4. I'm a "mover" in getting things done. _____
5. I build people up rather than tear them down. _____
6. I want to acquire new skills. _____
7. I am well organized. _____
8. Promptness is important to me. _____
9. Courtesy is something I practice continuously. _____
10. I enjoy learning. _____
11. I accept criticism without becoming upset. _____
12. I take care of my books, desks, and other property. _____
13. I dress neatly and practice good grooming habits. _____
14. I complete all tasks I start, within a reasonable length of time. _____
15. I enjoy being a leader. _____
16. I am honest in school and life in general. _____

SELF-IMPROVEMENT Check the above characteristics and habits which I need to work on to change the "no" to a "yes."

ACTIVITY 3.2

WHAT CAN I OFFER A CAREER?

BEHAVIORAL OBJECTIVE:

The students will recognize and rate the personality characteristics and traits of the employees in the story of Pyke's Dilemma. After the individual ranking, the students will participate in group discussions to compare values placed on personality traits in relation to jobs. Following group discussions, a class rating will be completed.

IDEAS TO BE LEARNED:

1. Students will become aware of characteristics, both good and bad, to be found in employees.
2. Students will learn that there is a value difference in personality characteristics and traits.
3. Students will determine which aspects of character are most valued by them.
4. Students will try to evaluate their potential characteristics in regard to jobs and careers.

INSTRUCTIONS TO THE TEACHER:

Pyke's Dilemma is a simulated problem-solving exercise. The students are faced with a problem within a business and asked to evaluate the character of various employees in this situation, in regards to the Career Character Traits identified, either on the blackboard or on a bulletin board. (Honesty, trustworthiness, responsiblity, dependability, loyalty, initiative, creativity, sharing, full day's work for full day's pay, ability to get along with others.)

Teacher reads the story of Pyke's Dilemma to the class. After reading the story, the teacher gives each student an Employee Rating sheet. The students then rank the employees from most admirable to least admirable. The class is then placed in groups to compare and discuss the individual rankings. The class is brought back together and the teacher takes a final vote which is summarized on the blackboard. (See example.) Students then answer the questions at the bottom of their Rating Sheet, individually.

## PYKE'S DILEMMA

Mary Jones is a seamstress at Pyke's Manufacturing Center in Lehi. She is a slow, but conscientious worker and takes pride in her work. She is a very attractive young woman, unassuming and interested only in doing her job.

Fred Jones is the Manager. He is also Mary Jones' uncle. He is happy and proud to have his niece working in his plant. Mr. Jones is a very dominating manager and most effective according to his superiors. He demands a great deal from his employees. He is considered to be unsympathetic to employees' needs and wants.

Brett James is the plant supervisor. He is in charge of providing work for the seamstresses and makes sure that everyone works. He has become protective and defensive of Mary although he realizes she is not meeting her quota nor being as productive as she should to remain an employee at Pykes.

Frances Hernandez, the Floor Inspector, has worked hard and long to achieve this position. She has the demanding job of inspecting finished products and tagging them for shipment. She grades the finished articles, and rejects and returns unsatisfactory items to the responsible seamstress. She is a widow with a large family to support. She realized that "time is money" in her position.

Gwen Krisman, an attractive secretary, fulfills her assignments of receptionist and handling orders. She receives the production tags from the workers, handles the payroll and has an over-view of the employees' records within the plant. Mr. James values her decisions because she has proven herself to be an efficient worker. She lives in the Brentwood Hills Singles Complex and enjoys a leisurely, sophisticated life-style. Her affections have been drawn to Mr. James although the interest seems to be one-sided.

One day during lunch break, Mary overheard an argument between Mrs. Hernandez and Mr. James. They were discussing the unmet plant quota for the past six weeks. Mrs. Hernandez was very upset and felt real pressure because of this condition. She named various employees within the plant and accused Mary Jones as the most serious offender of the quota record. Immediately, Mr. James defended Mary and the argument became more intense.

Mary, not knowing how to handle this information, was shocked and disillusioned about her position as she felt she was doing a good job. She vowed to herself to make a concerted effort to prove Mrs. Hernandez wrong.

Unknown to Mary, Mrs. Hernandez or Mr. James, a fourth person, Gwen Krisman, heard this argument. She made some mental notes and continued with her responsibilities. Mr. James decided to help Mary and started to increase Mary's daily production record by adding items from the other girls' work before they were inspected and credited.

Gwen became aware of the sudden increase in Mary's production. She also remembered the argument and the accusations. She decided to go to the manager and tell him what she had learned. Mr. Jones, the Manager, was extremely disturbed and feared that this situation would hamper the plant's over-all production.

He started a thorough investigation. He interviewed each employee involved and tried to find the truth and reach a solution. After deliberating and considering all the facts, he asked Brett James, the Supervisor, to resign.

PIKE EMPLOYEE RATING SHEET (Individual)

Rate the following employees from 1 to 5 with 1 being the most admirable and 5 being the least admirable. (Keep in mind which one you would want working for or with you.)

Fred, the manager

Frances, the inspector

Brett, the supervisor

Gwen, the secretary

Mary, the seamstress

QUESTIONS: (See teacher instructions)

1. If you were an employer, which of these characteristics would be most important to you?

   a. honesty b. efficiency c. loyalty d. effort

2. Which of these characteristics do you think is your most well-developed trait at this time in your life?

   a. honesty b. willingness to share c. ability to get along with others

   d. loyalty e. effort f. dependability g. efficiency

3. Which of these characteristics do you feel needs more development for you to become a good employee?

   a. ability to get along with others b. honesty c. efficiency

   d. loyalty e. effort f. dependability g. honesty

PYKE EMPLOYEE RATING SHEET (Class summaries)

| | No.1 | No.2 | No.3 | No.4 | No.5 | (no. of votes) |
|---|---|---|---|---|---|---|
| Fred, the manager | | | | | | |
| Frances, the inspector | | | | | | |
| Brett, the supervisor | | | | | | |
| Gwen, the secretary | | | | | | |
| Mary, the seamstress | | | | | | |

ACTIVITY 3.3

INVESTMENT PYRAMID (Business)

WORTH OF BUSINESS PEOPLE AND THEIR VALUE OF SERVICE TO A COMMUNITY

BEHAVIORAL OBJECTIVE:

After collecting data on different careers, the students will rank order those careers they consider most essential for their community.

IDEAS TO BE LEARNED:

1. Everyone rates services according to individual needs, values, environment and background.

2. The salary received in a particular occupation does not necessarily relate to the importance of a career to services rendered.

LEARNING ACTIVITIES:

The teacher will provide each student with a Money Investment Pyramid. See the attached investment pyramid.

The teacher will instruct students to consider the investment in occupations as related to the service rendered within the community.

The teacher will draw a similar pyramid on the board or on poster paper. This could also be a student project.

Run a survey of class members to compile figures for the pyramid and to make a class comparison.

Have each class member make a comparison of the data.

## INVESTMENT PYRAMID

Career Investment: You have $100,000 to invest on the persons listed below. How much money do you think each individual spent for training or schooling for his career? Fill in all blanks with a figure. You must invest all of the $100,000.

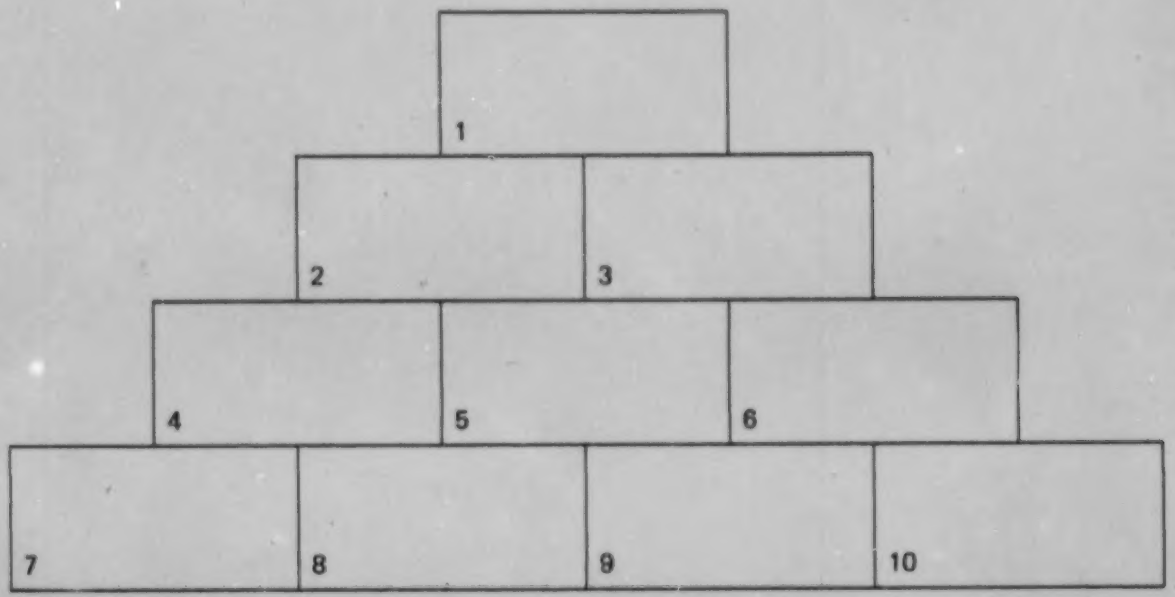
Mortician _____ Banker _____ Doctor _____ Lawyer _____ Automotive Dealer _____

Police Chief _____ Farmer _____ Baker _____ University Professor _____

Sanitation Engineer _____ Owner of Bowling Alley _____ Steel Worker _____

Day Nursery Owner _____ Beautician _____ Trucklines Owner _____ Newspaper Owner _____

In the pyramid below rank order (1-10) those you consider most essential in your community. Your choices do no have to correspond with those in whom you invested money.



ACTIVITY 3.4A

RENDERING A SERVICE - VISIT FROM BUSINESS RESOURCE PERSON

BEHAVIORAL OBJECTIVE:

The students will take part in a classroom visit by a Resource Person. This visit will make it possible for the students to become aware of actual facts pertaining to the initiation of a new business in a community and complete the two exercises planned in conjunction with this project.

NOTE TO TEACHER:

(Suggested Resource Person) President of Chamber of Commerce, Member of Better Business Bureau, Member of the City Council or the City Planning Board, etc.

IDEAS TO BE LEARNED:

1. The student will become aware of these facts pertaining to city control of business:

   a. Requirements of a business to meet health regulations, codes within the city, taxes, etc.
   b. Restrictions placed on businesses.
   c. Zoning laws and regulations.
   d. Business laws and regulations.
   e. Penalties if a business does not conform.

2. A business may or may not meet the supply and demand cycle within a community.

3. Potential careers or jobs within a community are represented within a business.

LEARNING ACTIVITIES:

1. By using the "Resource Person Preparation Sheet," bring a resource person into the classroom to prepare students for this activity.

2. In a group activity, students will participate in the simulation activity, "Practical Exercise, Forming a Business."

RESOURCE PERSON PREPARATION SHEET

TOPIC TO BE DISCUSSED: _____

(Items to be arranged by student (or teacher) before Resource Person is brought into the classroom.)

FOR THE STUDENT (or Teacher)

1. Name of Resource Person _____
2. Position _____ Career or Job _____
3. Personality and Background _____
   _____
   _____
4. Date Resource Person will be in classroom _____
5. Time _____ Place (room Number) _____
6. Transportation (necessary?) _____
7. What would the class like or expect to learn from the Resource Person?
   _____
   _____
   _____
   _____
   _____

FOR THE RESOURCE PERSON

1. Student (or Teacher) Contact's Name _____
2. Phone Number _____ Age Level of Class to Visit _____
3. Interest of This Class _____
4. Pre-Assessment of This Class's Knowledge of Topic _____
   _____
5. Try to involve students in presentation:
   a. Review above students requirements.
   b. Put information on age level.
   c. Put students in role-playing job situations where and when possible.
   d. Let them touch, feel, smell, try, taste, etc.
   e. Bring visual aids, equipment used on the job, and etc.
   f. Try to avoid lecture presentation.
   g. Allow for questions.

ACTIVITY 3.48

PRACTICAL EXERCISE: FORMING A BUSINESS

BEHAVIORAL OBJECTIVE:

The students will participate in an experience of initiating a new business within their community, using the knowledge gained from the visit by the Resource Person. The students will also use the Career or Job Qualification Checklist CAREFULLY.

IDEAS TO BE LEARNED:

1. Students will become aware of the procedures for establishing a business.
2. Students will become aware of what a business can contribute to a community.
3. Students will become aware that a business should meet the demands of the citizens of that community.
4. Students will learn that a business has certain responsibilities to its employees.

LEARNING ACTIVITIES:

Step 1. Select a group of students who will act as the Better Business Bureau.

Step 2. Select a group of students who will be initiating the new business. (There should be 3 or 4 groups.)

Step 3. Appoint remaining class members to be citizens who will attend the open hearing.

Step 4. Introduce the student citizen group and the student Better Business Bureau to the business qualifications checklist. (See attached Qualification Checklist for a Business.)

Step 5. The groups representing the business groups should decide on the business they are initiating.

Step 6. The class now holds the open hearing (meeting) in which the businesses make their proposal.

Step 7. The group representing the Better Business Bureau questions each business group, and pass on a decision. (They may use the Qualification Checklist for a Business.)

Step 8. While the Bureau is making its decision, the citizens also mark their checklist.

Step 9. The meeting is opened for discussion:

1. Did the bureau make the right decision?
2. Could the businesses have suggested a more important and worthwhile business?

CHECK THE QUALIFICATIONS WHICH APPLY TO THE FOLLOWING CAREERS OR JOBS

| Instructions: Answer each question by stating:<br>Yes = 3 points<br>Generally = 2 points<br>No = 0 | Cab Service | Car Wash | Bowling Alley | Cocktail Lounge | Motorcycle Sales & Service | | |
|---|---|---|---|---|---|---|---|
| 1. Does it add to the well-being of citizens? | | | | | | | |
| 2. Does it protect the individual rights? | | | | | | | |
| 3. Does it create equal opportunities? | | | | | | | |
| 4. Does it increase the value of property and investments? | | | | | | | |
| 5. Does it make living easier? | | | | | | | |
| 6. Does it add to the enjoyment of individuals? | | | | | | | |
| 7. Does it educate? | | | | | | | |
| 8. Does it allow for creativity; | | | | | | | |
| 9. Does it help in production of necessities? | | | | | | | |
| 10. Does it keep individuals out of debt? | | | | | | | |

ACTIVITY 3.5

BEHAVIORAL OBJECTIVE:

In a role playing situation on family finances, students will act out the roles of family members in a family council in which discussions will be made on eight (8) life experiences. Some of these experiences, the problems involved and their solution may be discussed as a class; some in small groups, etc.

IDEAS TO BE LEARNED:

1. Financial priorities are important in family planning.
2. Payroll deductions may have a major impact on family priorities.
3. Situations may occur where a family may require borrowed money.
4. In some situations, a family may need to buy on time or finance transactions.
5. Family or personal activities may need to be restricted due to the family's financial picture.
6. Money may be a major cause of family tensions.
7. Individual attitudes and actions toward family finance is important to harmony in the home.
8. Planning for financial emergencies is important to family security (savings, life insurance, etc.)

ACTIVITY SITUATION:

1. Family Members

   Dane Peterson is 40 years old and works as a machinist. He earns $800 per month. After deductions are taken out his take home pay is $650.00. Students should identify these deductions.

   Sally Peterson is 34 years old. She is a full-time homemaker. She has not worked outside the home since her marriage. She has had no employment and has not been trained for outside employment.

   Kathy Peterson is 16 years old, a sophomore in high school, an average student in all subjects except music and dance. She displays exceptional talent in both music and dance.

   Dane, Jr., is 14 years old and in the eighth grade. He is an honor student and sensitive about his crooked teeth.

   Kevin is 7 years old, in the second grade, and interested in sports and all outdoor activities.

   Susan is 3 years old and very active. She loves her sand box, swing, and white kitten.

2. The Petersons purchased their home for $28,000 eight years ago on a 30-year contract. They own 2 cars. One is a 10 year old pickup truck which is completely free of debt, and the other is a 2 year old station wagon which is still being paid for on time.

FAMILY'S MONTHLY EXPENSE:

| | | | |
|---|---|---|---|
| Home Payment | $125.00 | Food | $200.00 |
| Car Payment | 82.00 | Clothing | 60.00 |
| Doctor Bill | 20.00 | Recreation | 40.00 |
| Dentist Bill | 15.00 | Property Taxes | 50.00 |
| Washing Machine | 16.00 | Insurance | 60.00 |
| School Lunches | 24.00 | Savings | 15.00 |
| Utilities | 50.00 | | |
| Car Expenses | 70.00 | TOTAL | $627.00 |

Situation No. 1 The Peterson's pickup truck did not pass the state safety inspection and needs $60 worth of work before it will pass. Dane, Sr. must use it to get to work. He can't drive the station wagon because Sally has a Church position which requires her to use it two or three days a week.

Situation No. 2 Dane, Jr. needs braces on his teeth. This will cost $800.

Situation No. 3 Kathy needs a pair of ballet slippers for the school dance concert. Cost $13.50.

Situation No. 4 Dane, Sr. had an emergency operation and cannot work for three weeks. As a result, the Peterson's income has been reduced by $275 this month.

Situation No. 5 Sally's grandfather has just died and left his estate to be divided equally among his descendants Her share is $750.00

Situation No. 6 Dane, Sr. has been promoted to a supervisory position with a salary increase of $82 per month.

Situation No. 7 Tax time has arrived (April 10th). Due to a computer error, Dane, Sr.'s employer has not held out enough income tax. The Petersons must raise $134 to pay this income tax. They only have $150 in saving and the water heater failed yesterday.

Situation No. 8 The Petersons have a vacation coming. The father and Kevin want to go to Canada for 15 days and do some hunting and fishing. Cost: $800.

Sally and Kathy want to go to the beach for 8 days and return home to participate in a summer theatre production for the remainder of the vacation. Cost: $450..

Dane, Jr. would rather stay home and work on his stamp collection.

## TEMPORARILY DISABLED SENIOR CITIZEN

### BEHAVIORAL OBJECTIVE:

In a problem solving exercise, students will analyze Mrs. Sweeting's situation and list or discuss in class the following:

1. What could she and her family have done to prepare for such emergencies?

2. What responsibility do her children have to her?

### IDEAS TO BE LEARNED:

1. Preparation for the unexpected is important in life.

2. Personal finances often fail to cover unexpected emergencies.

3. Children often do not assume responsibilities toward the parent.

### ACTIVITY SITUATION:

Mrs. Sweeting is 75. She lives in Lehi in a small home on a large lot with over one acre in lawn. She is very proud of her vegetable garden which she has cared for and harvested for several years.

Mrs. Sweeting's husband died in 1969. She had $2,000 in a savings account. She has Medicare and also retains her Blue Cross - Blue Shield Medical Policy. She receives $175.00 in Social Security each month. Her two children live in Salt Lake City, a son Marty and a daughter Carrie. They both have families.

Mrs. Sweeting has not experienced many problems adjusting to her changed life style since the passing of her husband. Until last month, she has managed very well for herself and is even the envy of her neighbors in her independence and ability to care for herself and her home. Just four weeks ago, while she was bringing her groceries from her cart, she caught her heel and fell heavily against a cement step, fracturing her right hip seriously.

The doctor has assured Mrs. Sweeting that she can expect almost total recovery but it will take tri-weekly physical therapy which can only be given at American Fork Hospital or Utah Valley Hospital in Provo. Mrs. Sweeting spent three weeks in the hospital and used all her Medicare plus half of her savings account. Mrs. Sweeting has never driven a car, but she must be transported to the hospital for this treatment.

Mrs. Sweeting's daughter, Carrie, would like to help her mother but her husband's mother is living with them at present, occupying the extra bedroom.

Mrs. Sweeting's son works at the University Medical Center. His wife works at a florist shop. They have a large home and their two children are attending the University of Utah. They all feel a need to help Mrs. Sweeting so they meet to decide what is going to happen to their mother. Repeatedly, they have heard her say that she never wanted to be a burden to her children. She has even stated, on numerous occasions, that if anything happened to her, she wanted to be placed in a rest home.

What is to happen to Mrs. Sweeting?
What will become of her home and property?
What responsibilities do her children have to assist at this time?

## WIDOW

### BEHAVIORAL OBJECTIVE:

Given the situation involving the widow with children still at home, the students will:

1. Figure out her monthly income.
2. Total her expenses.
3. List the problem she faces.
4. Discuss problem and offer solution.

### IDEAS TO BE LEARNED:

1. People often must rely on financial help from state or government agencies.
2. Parents must attend to responsibilities under varying conditions.
3. Sometimes a parent's role must be altered because of unexpected events.
4. A family's monthly expenditures may be altered because of unexpected and trying events.

### ACTIVITY SITUATION:

Mrs. Celeste Jacobs lives in Ogden, Utah. She has three (3) children: Marcia, age 16; Dwaine, age 12; and Brett, age 5. Mrs. Jacobs has just been left a widow with the responsibility of supporting her family. Her husband left a small insurance policy which covered his burial and a few outstanding bills. She has had no technical training but is able to find a job as a sales clerk in the Bon Marche.

The children attend the school during regular hours but Brett attends half-session kindergarten which means he is out of school at 12 o'clock. Mrs. Jacobs does not finish her shift in the store until 6 p.m. so Marcia must stay with her brother after the baby-sitter leaves at 4 o'clock. Both Marcia and Dwaine have displayed talents in music and Marcia is an advanced student with a private piano teacher. Dwaine plays the clarinet, the trumpet, and is also learning to play the trombone. He wishes to become a concert musician or teach music.

Mrs. Jacobs earns $2.00 an hour and is paid every 2 weeks. She is able to work, with Saturday morning or afternoon shifts, a total of 45 hours each week. From each two-week pay period, she has taxes ($4.00), insurance ($2.50), and retirement benefits ($2.00) deducted from her salary.

Following the death of her husband, she made application to the State and they are sending her $55 per child per month for child support. The family's set expenses are:

| | | | |
|---|---|---|---|
| Apartment Rent | $125.00 | Clothing | 70.00 |
| Telephone | 7.50 | Baby Sitter for Brett | 48.00 |
| Car Expenses | 23.50 | Recreation | 25.00 |
| Medical Bills | 14.00 | Marcia's Lessons | 12.00 |
| Food | 150.00 | Dwaine's Lessons | 15.00 |
| School Lunch | 16.00 | Color TV Payment | 22.75 |

Mrs. Jacobs and her family are faced with a serious situation. She must revise her budget to survive. Can you help her?

## UNDIRECTED 22-YEAR OLD

BEHAVIORAL OBJECTIVE:

Given the situation, involving an undirected 22-year old male, students will analyze the role and offer suggested ways to find a meaningful and productive life.

IDEAS TO BE LEARNED:

1. Some people graduate from high school without goals or direction in life.
2. Severe consequences often result from misdirected lives.
3. Continuous goal-setting and self-direction should be put into one's life.
4. Re-direction in one's life is always possible.

ACTIVITY SITUATION:

Bart Jones has been out of high school four (4) years. He has been unable to find steady work for one reason or another, the main one being that he would never assume the responsibility of day-by-day attendance on the job. He said he did not like to work, that working disrupted his thinking, he did not like the people on the job, or the boss was always "putting him down" and finding fault with him.

Bart has taken the employment office test of vocational preferences and the results have indicated that Bart has a high rating in mechanical reasoning and ability. Bart, however, has done nothing to capitalize on this information.

Bart, now 22 years old, has generally failed to relate to other people, even young people his own age. He has never been accepted by girls, though he has had a keen desire for their attention and companionship. However, late one evening, Bart offered some younger girls a ride home. Instead of taking them home, he took them for a ride up in the canyon. Bart had been drinking and perhaps didn't realize the turn was sharp. He failed to negotiate the turn. The car over-turned and summersaulted into the river below.

When Bart's consciousness returned, he found one of the young girls laying near him. She was dead and the other seriously injured. The hour was late. The canyon was deserted. Bart was bleeding from a wound on the right side of his head.

What are Bart's alternatives?

What is likely to happen to Bart?

What affect will this have on Bart's life and further choices and decisions?

What might Bart have done to avoid this tragic situation?

## RETIRED COUPLE

### BEHAVIOR OBJECTIVE:

In a role playing situation, students will list and discuss the financial problems peculiar to this retired couple and offer possible solutions to their problems.

### IDEAS TO BE LEARNED:

1. Retired people have special financial situations.
2. Second marriages complicate financial security for retired persons.
3. Expectations from family members may cause discord among other family members and the status of the retired persons.
4. Career choices and investments determine your level of retirement.
5. Retirement may cause a change of life-style.

### ACTIVITY SITUATION:

John and Jane Hupp are both retired Field Enterprise employees. John was a regional director who had responsibilities for a large sales area. Jane was also a successful sales person for this firm.

John's first wife died in 1953. He is the father of 4 children who are all married with families of their own. He has 12 grandchildren and 2 great-grandchildren. In 1972 John married his leading saleslady, Jane. Jane has 4 married children, 10 granchildren and 10 great-grandchildren.

John owns a home that is valued at $45,000. Jane's home is valued at $30,000. John has a savings account of $10,000 and he has several securities, bonds and other investments. Particularly important are his stock holdings in Field Enterprise. His combined wealth is well in excess of one million dollars. John is proud of the fact that he is a self-made man and entirely independent. He has reared his children with the idea that if they are to amount to much, in his sight, they will make it on their own. He has never given them any financial help.

Throughout her entire adult life, Jane has worked and helped her children, paying her bills and handling her affairs. A big part of her salary has been shared with her children, paying for their education, loaning them money as down-payment on homes, and in other instances when larger sums of money were needed. For the most part, the children have paid back these loans. Her total assets are the $30,000 home, a three acre rock quarry (which has had large amounts of rock removed, leaving a large hole in the middle of the 3-acre plot) surrounded by a residential area. She has a small savings account of $15,000. Jane also receives Social Security in the amount of $209 each month and a monthly retirement check of $50.00 from Field Enterprises.

The financial status of this couple is good. Remember, however, that each partner has a family from a previous marriage. John wants his children to inherit his property, savings, and stocks and bonds. Jane wants her children to inherit her money and property. In the meantime, they must continue on in the life-style to which they have become accustomed. They are faced with several decisions.

How will Jane and John arrange their finances so that their wishes will be fulfilled?
What legal commitments are necessary?
What happens if one suddenly dies or is disabled because of a stroke or heart attack?
Will they be able to continue living in the luxury which they have known?
What advice would you give this couple?

## JAMIE – AGE 13

BEHAVIORAL OBJECTIVE:

The students will role play the following life experience trying to solve the problem that exists with the family members involved?

IDEAS TO BE LEARNED:

1. Personal wants may not be justified in terms of family financial situation.
2. Fulfilling of wants requires an investment of time and effort by those involved.
3. Personal wants may cause a family to go into debt.
4. Personal wants cannot outweigh the family's potential income.

ACTIVITY SITUATION:

Jamie is 13 years old. His friends all have 10-speed bicycles. In every instance Jamie's friends have been given their bikes by their father. Jamie's father said he would pay half the cost of the 10-speed bicycle, but Jamie must pay the other half. Jamie promised his father that he will get a job helping neighbors, mowing lawns, or even working as a delivery boy at the supermarket. However, the pressure is really on Jamie. As soon as school is out, his Scout troop is planning a bike excursion to Salt Lake City and back. All sorts of exciting things are included in the trip. Special arrangements have been made for their overnight accommodations and they will be able to visit some real neat places in Salt Lake. Besides, this will complete another coveted Merit Badge. Inasmuch as Jamie and his father have agreed that he will get the 10-speed, why shouldn't he have it now?

At the same time Jane, a 16-year old sister, is getting ready for the band trip to Calgary for the Calgary Stampede. She has been employed at the A & W Drive-Inn and has saved all her earnings toward this trip. Her father also promised that he would pay half of her expenses. Now, Jane has earned her half, plus an additional amount which she would like to use in the purchase of a new pants suit for the trip.

Since the family's budget is close, the father has only enough to finance one request.

How is Jamie's father going to handle this situation?

What is he justified in doing?

What should Jamie do to keep his end of the agreement?

Whatever the decision, do you think it is fair?

## NEWLY MARRIED COUPLE

BEHAVIORAL OBJECTIVE:

The students will role-play the following situation of a newly-married couple trying to solve the existing problems through discussion and suggestions for a change in the life situation.

IDEAS TO BE LEARNED:

1. Newly-married couples may have special financial adjustments to make.
2. Conflicts often arise because of individual careers.
3. Families may be deferred bacause of career interests.

ACTIVITY SITUATION:

Don and Felicia Hardman graduated from college four (4) years ago. They have been married for three and one half (3½) years. Don is a Marketing Specialist for BOTANY 500, a manufacturer of men's clothing. He expects to be transferred to the company's regional office in Chicago in four (4) years. He will be eligible for promotion about this time and to be promoted he must move.

Felicia is a fashion designer for Jantzen Incorporated, a leading manufacturer of women's clothing. She is particularly happy in her position and has, through talent and effort, gained a respectful position in this organization.

Don and Felicia's combined income amounts to $18,500 per year.

SITUATION No. 1.

The apartment building where the Hardmans live has been sold to a corporation which plans to construct a condominium for elderly people.

SITUATION No. 2.

Felicia has been offered a promotion but if she takes it, she must travel 150 miles a day to work.

SITUATION No. 3

Don has been offered a promotion but to accept it he must move from San Francisco to Chicago.

SITUATION No. 4.

Felicia is expecting a baby and must make this known to her employers and terminate her position in three (3) months.

TO THE STUDENT:

Find a solution to this couple's four problems in terms of finance, promotions, importance of life's values, and the decisions with which they can both live and be happy.

## ACTIVITY 3.6

## A PLACE TO LIVE: WHICH COMMUNITY?

### BEHAVIORAL OBJECTIVE:

Using a rank order sheet, the students will rank factors important to them in a community. A second value sheet will allow students to evaluate their own community. All logical answers are acceptable.

### IDEAS TO BE LEARNED:

1. Most people consider the community they live in as an important part of job selection.
2. A community will seldom offer a person the ultimate in desired life style.
3. At times a person may have to select between a community and an occupation.
4. Our own communities have strengths and weaknesses.
5. A person can evaluate a community before deciding to work there.
6. Living conditions are important to one's life style.

### LEARNING ACTIVITY:

Each student will complete the community evaluation sheets.

### EVALUATION:

The value sheets should not be scored. However, class discussion is appropriate as a followup activity.

## ACTIVITY 3.6

### A PLACE TO LIVE: WHICH COMMUNITY?

The following is a list of considerations a person might take into account when selecting a community in which to live. Suppose you want to move to a new community. A number of factors are important to you in selecting the city in which you would like to live. Rank, in terms of their importance to you, these items by placing the number 1 by the most important item, number 2 by the one that is the next in importance, and so forth until number 17, the least important.

| Rank | Item |
|---|---|
| ____ | Pure, unpolluted water supply |
| ____ | Friendly people |
| ____ | Low crime rate |
| ____ | Good schools |
| ____ | Adequate medical facilities and doctors |
| ____ | Park and recreation |
| ____ | Good police protection |
| ____ | Churches |
| ____ | Good jobs |
| ____ | Low housing costs |
| ____ | Paved, well maintained streets |
| ____ | Good shopping facilities |
| ____ | Adequate garbage collection services |
| ____ | Clean air |
| ____ | Local radio, T.V. stations, newspaper |
| ____ | Low tax rate |
| ____ | Good entertainment (restaurants, night clubs, theaters) |

## CLASSIFY YOUR COMMUNITY

How do you think your community stands in relation to the items listed below. You will find the choices listed. Beside each consideration are numbers 1 through 5. The number 1 indicates a very low rating, 2 somewhat higher and so forth until 5, the highest rating.

For example, if you think your town has excellent, unpolluted water, you might circle 4 or 5 beside the first item. On the other hand, if you feel its water is only average or below, you might circle 3, 2, or 1.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Pure, unpolluted water supply |
| 1 | 2 | 3 | 4 | 5 | Friendly people |
| 1 | 2 | 3 | 4 | 5 | Low crime rate |
| 1 | 2 | 3 | 4 | 5 | Good schools |
| 1 | 2 | 3 | 4 | 5 | Many young families |
| 1 | 2 | 3 | 4 | 5 | Retirement homes |
| 1 | 2 | 3 | 4 | 5 | Adequate medical facilities and personnel |
| 1 | 2 | 3 | 4 | 5 | Park system and recreation |
| 1 | 2 | 3 | 4 | 5 | Good police protection |
| 1 | 2 | 3 | 4 | 5 | Churches |
| 1 | 2 | 3 | 4 | 5 | Theaters (plays) |
| 1 | 2 | 3 | 4 | 5 | Occupational advantages (high wages, steady employment) |
| 1 | 2 | 3 | 4 | 5 | Low-rent housing |
| 1 | 2 | 3 | 4 | 5 | Service contractors (plumbers, etc.) |
| 1 | 2 | 3 | 4 | 5 | Good shopping facilities |
| 1 | 2 | 3 | 4 | 5 | Paved, well maintained streets |
| 1 | 2 | 3 | 4 | 5 | Adequate garbage collection - sewers |
| 1 | 2 | 3 | 4 | 5 | Clean air |
| 1 | 2 | 3 | 4 | 5 | Local radio, T.V. stations - newspapers |
| 1 | 2 | 3 | 4 | 5 | Low tax rate |
| 1 | 2 | 3 | 4 | 5 | Movies |
| 1 | 2 | 3 | 4 | 5 | Social clubs (Elks, Kiwanis, etc.) |
| 1 | 2 | 3 | 4 | 5 | Entertainment, restaurants, night clubs |

## ACTIVITY 3.7

## THE PRICE IS RIGHT

BEHAVIORAL OBJECTIVE:

Through the use of the want ads in the local newspaper students will bid competitively for items that have definite value. Team success will be determined by skill, luck, and determination.

IDEAS TO BE LEARNED:

1. Many people do business through the want ads.
2. A large number of items can be found for sale in the want ads.
3. A person buying through the want ads may have to be more knowledgeable than one buying through retail outlets.
4. An uninformed buyer could lose money by unwise use of the want ads.

LEARNING ACTIVITY:

1. Divide the class into small bidding groups.
2. Familiarize the groups with the rules of the game.
3. Proceed with the game.

EVALUATION:

The team with the highest dollar total of items won in the bidding is the winner.

ACTIVITY 3.7

THE PRICE IS RIGHT: A STRATEGY IN ECONOMIC KNOWLEDGE

Step 1: Select newspaper Want Ad items which are fully described and give a price. Mark these in the paper or prepare separate cards for activity use.

Step 2: Familiarize yourself with the following rules:

A. Teams will bid for each item.

B. A successful bid is the nearest figure under the actual listed price; any bid over the figure, even if only $.01, is disallowed.

C. The teacher will determine minimum bid raises, i.e., $1.00, $5.00, $100.00, etc.

D. When a team bids, the bid must be higher than any other team's bid. A team cannot lower its bid or underbid another team.

E. If a team does not choose to continue bidding, a member of that team will say "Freeze." This freezes the team bid.

F. When a team successfully bids for an item, it receives points for the dollar value of that item. For example, if a team successfully bid $420.00 on an item priced at $500.00, it would receive 500 points.

G. For each bidding item designate a spokesman from each team for that particular item. Others from the team may counsel that person, but bidding will come only from the spokesman. Rotate the spokesman with each item.

H. Keep a record of successful bidding; the team with the highest point total wins.

I. On some items it might be advisable to designate the item as a "One Bid" item. In such a session each team will have only one bid at the item.

J. If all bids on a bid item are too high it becomes necessary to allow all teams to bid an additional figure. The team that bids the nearest total under the actual cost wins the item.

VARIATION/CONTINUATION OF THE GAME, "THE PRICE IS RIGHT"

NOTE TO THE TEACHER:

The class should be familiar with the game, "The Price is Right." Review the rules of this game. Many of these rules will apply in this game of bidding on a home.

The class should ALSO be prepared for this variation of the Price is Right game. The teacher does this by showing a picture of a home for sale. She then explains what determines the cost of this home.

1. Location within (or without) a city (close to churches, schools, study, etc.)
2. Size (square footage)
3. Construction (materials)
4. Room information (number of baths, bedrooms, etc.)
5. Miscellaneous (carpets, drapes, fireplaces, etc.)

Step 1: Obtain Residential Listing Cards from a local realtor (Bastian has offered to save the expired cards if called a week in advance). The picture of the home, along with the residential information will be run off, one for each group of students. (See example.)

Step 2: Each individual in the group (minimum of 5) will be given $20,000. When the homes are passed out, each group must try to bid closest to the actual price of the home without going over. The teacher will determine minimum bid, raises, i.e. $100, $500, $1,000, and etc. Continuous bidding occurs until final bids are placed.

Step 3: The team which bids the closest to the actual price without exceeding that price, is awarded 100 points. If a team bids over the actual price, the team loses 50 points. (See sample sheet.)

Step 4: The teacher may select the number of homes to be bid on and when this number of homes has been presented for bidding, a tabulation of the group scores is made to determine a winner.

IDEAS TO BE LEARNED:

1. Students will be aware of the items which determine the price of a home.

2. Students will be aware of the type of home they will be able to purchase depending upon their career choice.

RESIDENTIAL INFORMATION:

1. Total square feet of floor space: 3000
2. Constr. Mat.: Brick & siding
3. Room Info.: 3 baths; 5 bdrms.;
4. Misc.: Carpets, drapes, 2 fireplaces, close to churches, schools, study

Opening bid: $15,000 Bid Price: _____ Team No. _____

Total points gained in bid _____ or Total points lost in bid _____

## ACTIVITY 3.8

## EMPLOYEE - EMPLOYER RIGHTS

BEHAVIORAL OBJECTIVE:

Students will discuss and offer solutions for situations presented concerning conflicts between employer and employee.

IDEAS TO BE LEARNED:

1. Employees must meet standards.
2. Employers are regulated by law.
3. Employee has protection in certain situations where employer has failed to meet standard requirements.

LEARNING ACTIVITY:

Divide the students into groups to solve problems related to the employer and employee using the Industrial Commission regulations as it relates to Wages, Hours, and Standards for women and minors in Retail Trade, Public Housekeeping, Laundry, Cleaning, Dying and Pressing, and Restaurant Industries.

EVALUATION:

The class will compare their solutions with the law as outlined in the Industrial Commission Regulations as it relates to Wages, Hours, and Standards for women and minors in Retail Trade, Public Housekeeping, Laundry, Cleaning, Dying and Pressing and Restaurant Industries.

MATERIALS NEEDED:

Chart of Industrial Commission Regulations as it relates to Wages, Hours, and Standards for women and minors in Retail Trade, Public Housekeeping, Laundry, Cleaning, Dying and Pressing, and Restaurant Industries. This is available at state employment centers. Problem situation cards. See the attached sheet.

INSTRUCTIONS TO THE TEACHER:

Pass out situations to groups. Give them a time period to work on solutions. Provide time for groups to share their problem and solution with the rest of the class.

| | |
|---|---|
| Standard Hours: (Article No. 3) | Last week my employer said business was slow, and that if I wanted to go home early I could. I said that I would like the extra time with my family, so I left work 2 hours and 18 minutes early. When I picked up my check the following week, I noticed that my employer had deducted the two hours from my check. What can I do? |
| Standard Hours: (Article No. 3) | I was employed by the telephone company for day shift, two months ago. My employer has just informed me that I must now start working the swing shift. Can he legally make me do this? |
| Inexperienced Employees-Student: Workers (Articel No. 5) | I hired an 18 year old boy as a salesman in my store. He had just finished a year in college, but he told me he would not be returning to school since I wanted a permanent employee. He has been receiving the minimum wage with the promise of a raise as he gains experience. I overheard him telling another employee that he is going back to school in the fall. I discussed it with him, and he admitted that the story was true. I did not fire him, but dropped his salary $10.00 a week below the minimum wage. Is this legal? |
| Inexperienced Employees-Student: Workers (Article No. 5) | I was hired as a waitress at $1.35 an hour. I was promised a raise by my employer. I am sure I have been doing a good job. However, my boss has told me he was not going to be able to increase my wage until much later in the year. I like the hours and no other job is available now. What shall I do? |
| Child Labor: (Article No. 11) | I am really 15 years old. When I filled out the application for my present job, I said that I was 17. I need the job very badly, but I have not been doing well in school lately. My principal called my employer to report my real age. What can be done? |
| Child Labor: (Article No. 11) | The employer hires his 15 year old neighbor as a grounds keeper for his estate. The grounds must be watered and cared for from 8 to 10:30 each evening. The boy and his parents are very happy that he has this opportunity to earn some money.<br><br>A jealous neighbor boy reports the situation to the authorities. What can be done? |

| | |
|---|---|
| Meals and Rest Period: (Article No. 9) | The employee is unhappy because he is not paid for his half-hour lunch break. He is allowed to leave the premises, but this does not allow him enough time to eat, if he does. Is the employer within his legal right to deny him pay for his lunch break? |
| Meals and Rest Period: (Article No. 9) | The job must be completed by 2:00 p.m. Two employees called in sick. The customer was promised that his job would be done. The customer is a steady one who does much business with the company. To get the job out in time the employee will have to work more than 5 hours without a lunch break. How should this be resolved? |
| Tips, Gratuities and Commissions: (Article No. 6) | Mary applied for a job at the local cafe. The manager refused to pay her more than $.75 an hour because he claimed she will make up the difference between her pay and the minimum wage in tips. What can she do? |
| Tips, Gratuities and Commissions: (Article No. 6) | John regularly reported to his employer that he made no more than $15 to $18 per month in tips. The employer has to pay him a minimum wage. The employer suspects John makes more. What can be done? |
| Vacations: (Article No. 10) | Mrs. Stephens works as a housekeeper. She worked for six consecutive months, four days a week. She then took a month off when the family went to Europe. She worked six more months after the family returned. Now she insists that she is entitled to a paid vacation. What can the family do? |
| Vacations: (Article No. 10) | Janice was a motel maid. The first nine months she worked five days a week. Then business slowed down and she only worked four days a week for the next three months. At the end of her first year of employment she applied for her first paid vacation. When she received her vacation check, it was only for the days worked. What should she do? |
| Keeping of Employee Record: (Article No. 12) | Jean applied for a job. Her employer told her to go right to work, fill out social security forms and other information later. He never got around to getting the information to Jean. What should she do? |
| Keeping of Employee Record: (Article No 12) | Mr. Smith employed Jerry before he got a social security number. Jerry promised he would record it when he received it. He never recorded it. What should Mr. Smith do? |

WAGES, HOURS AND STANDARDS FOR WOMEN AND MINORS IN THE RETAIL TRADE, PUBLIC HOUSEKEEPING, LAUNDRY, CLEANING, DYEING AND PRESSING AND RESTAURANT INDUSTRIES

Article 1 Applicability of Order:

This order shall apply to all women and minor employees employed in the above industries, whether on a time, piece-rate, commission or other basis of pay.

NOTHING CONTAINED IN THIS ORDER SHALL IN ANY WAY LIMIT OR PROHIBIT THE PAYMENT OF WAGES OR COMPENSATION IN EXCESS OF THE MINIMUM WAGES PROVIDED HEREIN.

RETAIL TRADE INDUSTRY: Retail Trade Industry includes any business or occupation operated for the purpose of selling, offering for sale, or the distribution of goods, wares, and merchandise at retail, and rendering services incidental to such operations.

PUBLIC HOUSEKEEPING INDUSTRY: The term 'Public Housekeeping,' as used herein, shall apply to all hotels, boarding houses, rooming houses, motels, apartment houses, buildings offering space for rent, resort hotels, hospitals, nursing homes, and institutions, and shall include all women and minors employed as linen room girls, maids, cleaners, charwomen, elevator operators and any other female or minor employees connected with the establishment with the following exclusions, Registered nurses, licensed practical nurses and resident managers.

LAUNDRY, CLEANING, DYEING AND PRESSING INDUSTRIES: The term 'Laundry, Cleaning, Dyeing and Pressing Industry' as used herein, shall include any place where washing, ironing, cleaning, dyeing, pressing or processing incidental thereto, of any kind of fabric is conducted.

RESTAURANT INDUSTRY: Restaurant Industry means all food service establishments where refreshments or meals in solid or liquid form may be obtained by the public generally or selected portions of the public, and shall include but not be limited to so-called cafes, restaurants, cafeterias, coffee shops, soda fountains, snackbars, drive-ins, food caterers and all other persons or corporations supplying meals or refreshments.

Article 3 Standard Hours:

(a) No employer shall employ any person under the age of sixteen (16) years for more than eight (8) hours in any 24 hour period, or more than forty (40) hours in any one week.

(b) For female employees who report for work, or whose shift terminates between the hours of 12:00 midnight and 6:00 A.M., adequate transportation to or from the employee's residence shall be made available at no cost to the employee. The employer shall also see that facilities are available for securing hot food or drink or heating of food and drink during these hours.

(c) Time worked shall be reckoned to the nearest unit of fifteen (15) minutes.

(d) Each day an employee is required to report for work and does report for work but is not put to work, or works two (2) hours or less, such employee shall be paid for not less than two (2) hours work at their regular wage.

(3) A split shift shall be limited to two (2) working periods within twelve (12) consecutive hours and shall not exceed a total of eight (8) hours.

Article 4. Minimum Wage:

RETAIL TRADE. PUBLIC HOUSEKEEPING, RESTAURANT, AND LAUNDRY, CLEANING, DYEING AND PRESSING INDUSTRIES:

| | | Effective May 1, 1970 | Effective May 1, 1971 |
|---|---|---|---|
| Zone 1. | Salt Lake, Weber, Utah and Davis Counties . .per hour | $1.30 | $1.35 |
| Zone 2. | Cities, not located in the above counties, with population of 5,000 or more . . . . . .per hour | $1.25 | $1.30 |
| Zone 3 | All other incorporated and unincorporated areas not otherwise provided for . . . . . .per hour | $1.15 | $1.20 |

Article 5. Inexperienced Employees - Student Workers:

A female or minor shall be classed as an experienced employee after five hundred (500) hours employment in a particular industry.

Inexperienced employees, other than student workers, may be paid at a rate 10 cents per hour below the minimum.

| | Amount less than minimum |
|---|---|
| Retail Trade . . . . . | $.10 per hour |
| Public Housekeeping . . . . . | $.10 per hour |
| Restaurant . . . . . | $.10 per hour |
| Laundry, Cleaning, Dyeing and Pressing . . . . . | $.10 per hour |

SPECIAL RATE FOR STUDENT WORKERS

A 'Student Worker' is a student who is receiving instruction in an accredited school, college or university and who is employed on a part time basis or employed during summer vacations. Such students may be employed during the regular school year or during regular vacation periods at a rate of twenty (20) cents per hour less than the established rate for an experienced employee in any one of the covered industries. All other minors must be paid the rates indicated in Articles 4 & 5.

Article 6 Tips, Gratuities and Commissions:

Effective May 1, 1970 Employer shall be permitted to tip or gratuity credit of not exceeding ten cents ($.10) per hour toward meeting mandatory minimum hourly wage rates contained in Article 4 and 5 of this Order for any regularly tipped employee receiving and reporting tips or gratuities of at least twenty dollars ($20.00) per month to employer.

Effective May 1, 1971, an additional credit of five cents ($.05) per hour shall be permitted to a maximum credit of fifteen cents ($.15) per hour toward meeting mandatory minimum hourly wage rate contained in Articles 4 and 5 of this Order for any regularly tipped employee receiving and reporting tips or gratuities of at least twenty dollars ($20.00) per month to employer.

Article 9 Meal and Rest Periods:

(a) Every employer shall allow a meal period of not less than thirty (30) minutes, or not longer than one (1) hour, for each woman or minor employee, not later than five (5) hours after the beginning of the employee's work-day. If, during such meal period, the employee cannot be relieved of all duties and permitted to leave the premises, such meal period shall be paid for as hours worked.

(b) At least ten (10) minutes rest period for each four (4) hours or fraction thereof shall be provided for each woman and minor, however, no female or minor shall be required to work over two and one-half (2½) consecutive hours without said ten (10) minute rest period being made available to said female or minor.

Article 10. Vacations:

Any woman or minor employed pursuant to this Order who has had twleve (12) months continuous employment shall be given a vacation with pay equal to the average number of days worked per week during the twelve month period.

Article 11. Child Labor:

No minor under sixteen (16) years of age shall be permitted to work before or after school in excess of four (4) hours a day, nor before 5 a.m. or after 9:30 p.m.; unless the next day is not a school day.

No minor under eighteen (18) years of age shall be permitted to work in any establishment where beer is consumed on the premises.

Minors between the ages of sixteen (16) and eighteen (18) years may be employed as markers, shakers, folders and as general clerks for receiving, recording, dispatching and handling of business traffic in the Laundry, Cleaning, Dyeing and Pressing Industry.

The responsibility for determining the correct age of a minor rests with the employer.

ARTICLE 12 Keeping of Employee Records:

Employers shall keep a daily and weekly record of hours and wages of all female and minor employees. Such records shall include name in full, address, and Social Security Number.

IT IS FURTHER ORDERED THAT this Order take effect on the 1st day of May 1970.

THE INDUSTRIAL COMMISSION OF UTAH
GLORIA B. HANNI, Secretary

Carlyle F. Gronning, Chairman
Stephen M. Hadley, Commissioner
John R. Schone, Commissioner

# PHASE IV

# SIMULATION GAME

# "SELLING THE SCHOOL"

STEP I

INTRODUCTION

INSTRUCTION TO TEACHER:

Step I, Introduction, is perhaps the most important step in the successful outcome of this simulation game. Read carefully Step I objectives and ideas to be learned. Discuss and clarify the plans for the game with the students. Post or publish the Sell the School Public Notice.

BEHAVIORAL OBJECTIVES:

In simulation activity, "Sell the School" students will assume a role as a financial agent responsible for the following:

a. Identify and classify school property which could be sold.

b. Identify and involve community resource people who will assist student in carrying out their role.

c. Transact business through use of financial forms.

d. Participate in opened and sealed bidding for school property.

e. Participate in an evaluative session.

STEP I "SELL THE SCHOOL"

INTRODUCTION

BEHAVIORAL OBJECTIVE:

In an introductory session teacher will outline the steps to be followed by the students.

IDEAS TO BE LEARNED:

1. This simulation game will require active participation on the part of all students.
2. This simulation game can involve a number of resource people.
3. Students will know that financial forms are necessary to successful financial transactions.
4. Each phase of the game is important, and every phase builds on the successful completion of the preceeding phase.
5. Financial transactions require knowledge and use of financial forms - checks, money orders, contracts, etc.
6. Handling of money will determine either a successful or unsuccessful outcome.
7. Other people are sometimes involved in financial transactions.
8. Financial transactions may be handled in a variety of ways.
9. Character, capacity, and collateral are essential considerations in personal financial dealings.
10. Lack of organization, planning, or poor management may cause financial loss. (Bankruptcy, loss of revenue or forclosures.)

LEARNING ACTIVITIES:

1. The teacher will explain to the class the expectations and requirements of the simulation game SELL THE SCHOOL.
2. Students will complete the contract.

EVALUATION:

The handing in of the completed contract.

## CONTRACT

I, _____ , contract to be an active participant in the simulation game "Sell the School."

I agree to the following terms and will abide fully with each statement:

1. I will accept an assigned role and play it to the best of my ability.
2. When I deal with resource people, I will attempt to be a responsible person.
3. I will participate in all classroom activities associated with the simulation game and be positive towards this learning experience.
4. I will be a strong member of my group and support the group in its activities.
5. I will accept assignments and carry them out to a successful conclusion.
6. I will not let others disrupt me or cause me to misbehave.
7. I will attempt to gain enough knowledge that I might be successful in "selling the school."

Signed _____ on this _____ day of _____ 19 _____ .

Witnessed by _____
(Teacher)

## SELL THE SCHOOL

PUBLIC NOTICE: Liquidation of School Property and Equipment.

| | | |
|---|---|---|
| Student Desks | 800 | $ 1.00 |
| Teacher Desks | 50 | 5.00 |
| Tables | 100 | 5.00 |
| Chairs | 600 | 1.00 |
| Folding Chairs | 300 | 1.00 |
| Portable Blackboard | 3 | 1.00 |
| Portable Book Cases | 12 | 3.00 |
| Filing Cabinets | 70 | 5.00 |
| Movie Screens | 60 | 5.00 |
| Movie Projectors | 10 | 30.00 |
| Slide Projectors | 15 | 10.00 |
| Over-head Projectors | 60 | 5.00 |
| Record Players | 10 | 10.00 |
| Reel-to-reel Tape Recorders | 4 | 20.00 |
| Cassette Tape Recorders | 45 | 5.00 |
| Cameras | 5 | 20.00 |
| Stoves (gas) | 6 | 25.00 |
| Stoves (electric) | 2 | 25.00 |
| Refrigerators | 6 | 25.00 |
| Sewing Machines | 25 | 15.00 |
| Band Saw | 2 | 25.00 |
| Joiners | 1 | 25.00 |
| Bench Saw | 1 | 25.00 |
| Lathe | 2 | 25.00 |
| Toilets | 30 | 4.00 |
| Sinks | 30 | 4.00 |
| Doors | 100 | 5.00 |
| Clocks | 50 | 2.00 |
| Lawn Mowers | 2 | 15.00 |
| Pianos | 3 | 50.00 |
| Calculators | 12 | 10.00 |
| Public Address System (w/50 speakers) | 1 | 100.00 |
| Basketball Standards | 6 | 5.00 |
| Side Horse | 1 | 100.00 |
| Balance Beam | 1 | 100.00 |
| Uneven Parallel Bars | 2 | 300.00 |
| Tumbling Mats | 12 | 50.00 |
| Trampoline | 1 | 200.00 |
| Typewriters (IBM Electric) | 5 | 100.00 |
| Typewriters (manual) | 40 | 15.00 |

ALL SALES FINAL. ALL SALES BY CASH ONLY. Date _____

Time: _____ Place _____

## ROLE CARDS

STEP II

BEHAVIORAL OBJECTIVE:

During Step II each student will receive a role to assume throughout the simulation game.

IDEAS TO BE LEARNED:

1. People assume different roles in the community.
2. Financial resources vary from person to person.
3. Individuals may determine their financial standing in a community.
4. Education and special training may determine financial status.
5. An opportunity exists for individuals to improve their financial situation.

LEARNING ACTIVITIES:

Each student will assume the role assigned by the teacher. Each student will act within the prescribed limits set by role card.

INSTRUCTIONS TO TEACHER:

Role cards are provided. Each role card shows the name, age, income, property, background, experience and credit rating of the individual player. The teacher will pass out role cards to the class.

STEP II

ROLE CARD (1)

JOB TITLE _____

WAGE (YEARLY) $14,400.00

CASH ON HAND $ 1,000.00

CHARACTER: _____

_____

_____

| | | |
|---|---|---|
| CAPACITY: | Age | 40 |
| | Experience | 15 years |
| | Stability | He has held 8 different jobs in the last 20 years.<br>He has worked at his present job for the last 10 years. |
| COLLATERAL: | Home | $36,000 (Equity: $18,000) |
| | Car | 1974 Ford Ranger with Camper and equity $1,000<br>1972 Buick LeSabre (paid in full) |
| | Cabin Cruiser valued at $6,000.00 | |
| | Investments | Invested in company for which he works. Yearly dividends of $500.00. |

---

STEP II

ROLE CARD (2)

JOB TITLE _____

WAGE (YEARLY) $17,500.00

CASH ON HAND $ 2,000.00

CHARACTER: _____

_____

_____

| | | |
|---|---|---|
| CAPACITY: | Age | 35 |
| | Experience | Master's Degree and 11 years with present company. |
| | Stability | 11 years with present company. |
| COLLATERAL: | Home | $40,000.00 (Equity: $10,000) |
| | Car | 1972 Malibu (paid in full)<br>1974 Porsche (paid in full) |
| | Investments: | He and his partner have been experimenting with a Doppler Navigation System for light aircraft. He has applied for a U.S. Patent and preliminary surveys indicate the patent will be granted. |

STEP II

ROLE CARD (3)

JOB TITLE _____

WAGE (YEARLY) $39,000

CASH ON HAND $ 5,000.00

CHARACTER: _____

_____

_____

| | | |
|---|---|---|
| CAPACITY: | Age | 55 |
| | Experience | 8 years of schooling (advanced training) beyond high school. On the job experience for 15 years. |
| | Stability | Same job for 15 years. |
| COLLATERAL: | Home | $150,000.00 (paid in full) |
| | Car | 1974 Lincoln Continental |
| | Motor home valued at $20,000.00 | |
| | Investments | Numerous and his yearly return is in excess of $8,000.00 |

---

STEP II

ROLE CARD (4)

JOB TITLE _____

WAGE (YEARLY) $7,200.00

CASH ON HAND $ 450.00

CHARACTER: _____

_____

_____

| | | |
|---|---|---|
| CAPACITY: | Age | 61 |
| | Experience | 35 years |
| | Stability | Owned his own shop for 20 years |
| COLLATERAL: | Home | $30,000 (paid in full) |
| | Car | 1973 Oldsmobile (paid in full) |
| | Investments: | Business--building and inventory = $50,000.00 |

STEP II

ROLE CARD (5)

JOB TITLE _____

WAGE (YEARLY) $3,552.00

CASH ON HAND $50.00

CHARACTER _____

| | | |
|---|---|---|
| CAPACITY: | Age | 23 |
| | Experience | 2 months |
| | Stability | Changed jobs twice in the past 5 years. |
| COLLATERAL: | Home | none |
| | Car | 1974 260 Z Equity $300.00 |
| | Investments | 25 shares of IBM (Valued at $214.00 a share) |

STEP II

ROLE CARD (6)

JOB TITLE _____

WAGE (YEARLY) $9,600.00

CASH ON HAND $600.00

CHARACTER: _____

| | | |
|---|---|---|
| CAPACITY: | Age | 29 |
| | Experience | 10 years (Includes on-the-job training.) |
| | Stability | He has changed jobs 3 times over a 10 year period. He has 6½ years with his present employer. |
| COLLATERAL: | Home | $20,000 (Equity $3,000.00) |
| | Car | 1968 Chevrolet (Paid for and in good working order.) |
| | Investments | None |

## STEP III FORMATION OF GROUPS

BEHAVIORAL OBJECTIVE:

Divide the students into five groups and give individual role cards. All students will become familiar with their individual and group responsibilities.

IDEAS TO BE LEARNED:

1. Individual need to be aware of their financial resources.
2. The sum of the group is greater than the individual.

EVALUATION:

Each individual member of the class will submit the required financial statements to the teacher for approval.

INSTRUCTIONS TO THE TEACHER:

Direct the class activities in which groups will be formed. Each group should have an equal number of roles represented and each group should, when possible, have the full range of roles (1,2,3,4,5,6) represented. Instruct each student to compile an individual financial statement. Pass out Inventory Sheet to students. (Forms are provided.)

Note: In STEP IV the groups will be engaged in the following activities:

1. Determining value of items on the inventory list.
2. Deciding on potential bidding capacity per item on inventory list.

Step III must be completed by all groups prior to beginning Step IV.

STEP III INVENTORY SHEET

Items to be sold at public auction.

| ITEM | NUMBER TO BE SOLD | MINIMUM BID |
|---|---|---|
| Student desks | 800 | $ 1.00 |
| Teacher desks | 50 | 5.00 |
| Tables | 100 | 5.00 |
| Chairs | 600 | 1.00 |
| Folding Chairs | 300 | 1.00 |
| Portable Blackboard | 3 | 1.00 |
| Portable Book Cases | 12 | 3.00 |
| Filing Cabinets | 70 | 5.00 |
| Movie Screens | 60 | 5.00 |
| Movie Projectors | 10 | 30.00 |
| Slide Projectors | 15 | 10.00 |
| Overhead Projectors | 60 | 5.00 |
| Record Players | 10 | 10.00 |
| Reel-to-reel Tape Recorders | 4 | 20.00 |
| Cassette Tape Recorders | 45 | 5.00 |
| Cameras | 5 | 20.00 |
| Stoves (gas) | 6 | 25.00 |
| Stoves (electric) | 2 | 25.00 |
| Refrigerators | 6 | 25.00 |
| Sewing Machines | 25 | 15.00 |
| Band Saw | 2 | 25.00 |
| Joiners | 1 | 25.00 |
| Bench Saw | 1 | 25.00 |
| Lathe | 2 | 25.00 |
| Toilets | 30 | 4.00 |
| Sinks | 30 | 4.00 |
| Doors | 100 | 5.00 |
| Clocks | 50 | 2.00 |
| Lawn Mowers | 2 | 15.00 |
| Pianos | 3 | 50.00 |
| Calculators | 12 | 10.00 |
| Public Address System (w/50 speakers) | 1 | 100.00 |
| Basketball Standards | 6 | 5.00 |
| Side Horse | 1 | 100.00 |
| Balance Beam | 1 | 100.00 |
| Uneven Parallel Bars | 2 | 300.00 |
| Tumbling Mats | 12 | 50.00 |
| Trampoline | 1 | 200.00 |
| Typewriters (IBM Electric) | 5 | 100.00 |
| Typewriters (manual) | 40 | 15.00 |

STEP IV GROUP DECISION MAKING

BEHAVIORAL OBJECTIVE:

The students will prepare for the auction by completing the following:

1. Group financial statement form
2. Community resource form
3. Inventory Sheet
4. Potential customer list
5. Registering with the teacher any partnerships or corporations.

IDEAS TO BE LEARNED:

1. In the business world one is selective when buying.
2. Financial assessment is necessary for sound financial transactions.
3. Items have different values.
4. People within the group have different financial backgrounds, attitudes and expectations. Mark ups vary from item to item.
5. Sometimes individuals form partnerships or corporations.

LEARNING ACTIVITIES:

1. Students will visit with community business leaders for financial counseling and backing. (Optional)
2. Students within the assigned group may form corporations or partnerships before the open bidding session. If this is done, a new financial statement must be turned into a teacher prior to the auction.
3. Complete group forms.

EVALUATION:

The completion of the various forms outlined in this step.

INSTRUCTIONS TO THE TEACHER:

In this step three forms will be used.

1. The group financial summary sheet which is on the same sheet as the individual financial form.

2. The Business Leader Instruction. (This step can be completed by the teacher if local business leaders are unavailable.)

3. Have the students prepare a potential customer list for the items on which they desire to bid.

From this step, the groups will have identified the value of each specified item and the maximum bid which they will offer during the open auction. Pass out the Inventory Worksheet for student's use.

Note: (Auction Step V.) Step IV must be completed by all groups before the auction session.

## FINANCIAL FORM

(One for every individual in the class.)

### PERSONAL

Student Role _____

Individual Yearly Income _____

Individual Cash on Hand _____

Individual Borrowing Capacity _____

Home: _____ (Up to 80% if paid in full, or 80% of equity.)

Car: _____ Up to 70% of their equity or 70% if paid in full.)

Investments: _____ (Consult Banker.)

(One for every group formed.)

### GROUP

Group Number _____

Group Income _____

Group Cash on Hand _____

Group Borrowing Capacity _____

Home: _____ (Up to 80% if paid in full, or 80% of equity.)

Car: _____ Up to 70% of their equity or 70% if paid in full.)

Investments: _____ (Consult Banker.)

STEP IV BUSINESS LEADERS

Retail Merchants

INSTRUCTIONS TO STUDENTS: Take your Inventory List and your Potential Customer List with you to the retail merchant. Discuss together the advisability of bidding on specific items. Determine the maximum bid which would be reasonable for you to offer.

Banker

INSTRUCTIONS TO STUDENTS: Make an appointment. Be prompt and be extremely courteous. Take your Role Card, the Potential Customer List, and the Inventory List with you when you visit the banker. Discuss with the banker your desire to participate in the public auction. Tell him the items on which you intend to bid. Together, decide how much cash you plan to borrow.

---

BUSINESS LEADERS

INSTRUCTIONS TO THE BANKER: A number of students will visit with you who will act as classroom bankers in a simulation game called "Sell the School." The students will have role cards which show the financial situation of potential borrowers. Please assist student bankers in setting up criteria for making loans.

INSTRUCTIONS TO RETAIL MERCHANTS: A number of students will visit with you who will act as classroom merchants in a simulation game called "Sell the School." The students will have an Inventory List which shows items that are to be sold and also a list for potential customers. Please assist students in finding potential customers.

STEP IV INVENTORY WORK SHEET

| ITEM | NO. TO BE SOLD | MINIMUM & MAXIMUM BID | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# AUCTION

STEP V

BEHAVIORAL OBJECTIVE:

In an auction session students will actively bid on items listed on inventory sheet.

IDEAS TO BE LEARNED:

1. An auction involves competitive bidding.
2. Pre-planning makes successful bidding possible.
3. Bidders must have cash equal to bid offered.
4. Poor bidding reduces prospect of financial profits.
5. Some items in an auction are more desirable and sell faster than others.
6. Aggressive bidding is necessary in an auction.
7. Partnership and corporations must meet legal regulation.

LEARNING ACTIVITIES:

1. The teacher will explain the rules for the auction.
2. The student will participate in bidding session.
3. Groups will write checks for all successful bids. (See check form.)

EVALUATION:

The success of the auction.

INSTRUCTIONS FOR THE TEACHER:

Rules for Open Auction

1. All sales are final.
2. All sales by cash only.
3. Decision of Auctioneer is final.
4. Any partnership, corporations, must be registered with the teacher before the auction.
5. Any partnership or corporation formed outside the pre-determined grouping, constitutes a monopoly and is therefore illegal.
6. Students should not bid against themselves....(for instance, another student's bid must be offered before one can bid again.
7. Bids must be in and increased by round dollars (no cents).

The teacher can select an auctioneer or he may serve as the auctioneer himself.

AUCTION CHECK

No. ___ $ _____
Date _____
To: _____
_____
For: _____
Balance _____
Check _____
For'd _____

No. _____ Group No. _____

19 _____

Pay to the order of _____ $ _____

_____ DOLLARS

Item _____

---

AUCTION CHECK

No. ___ $ _____
Date _____
To: _____
_____
For: _____
Balance _____
Check _____
For'd _____

No. _____ Group No. _____

19 _____

Pay to the order of _____ $ _____

_____ DOLLARS

Item _____

---

AUCTION CHECK

No. ___ $ _____
Date _____
To: _____
_____
For: _____
Balance _____
Check _____
For'd _____

No. _____ Group. _____

19 _____

Pay to the order of _____ $ _____

_____ DOLLARS

Item _____

STEP VI AUCTION AND OUTCOME: PROFIT OR LOSS

BEHAVIORAL OBJECTIVE:

After completion of auction, each group will receive and complete student outcome cards. The outcome cards should be totaled, debts should be settled, and profits from the auction determined.

IDEAS TO BE LEARNED:

1. Individual profits may depend upon group profits.
2. Debts must be paid before profits can be realized.
3. American economy is based on profit.
4. American economy is based on competition.
5. Profits are determined by the size of investments.
6. Financial records are important in business transactions.
7. Poor record keeping may lead to financial ruin.

LEARNING ACTIVITIES:

1. Students will complete the financial forms which are included in this phase.
2. After financial records are complete the student will determine individual profit or loss.

EVALUATION:

Successful completion of financial forms.

INSTRUCTIONS TO THE TEACHER:

Step VI deals with resolving previous financial transactions. Teachers will state the outcome to the class. The resale value of each item is four times the minimum bid. Students should figure their profit or loss. See the examples below:

1. You paid $3.00 for 100 student desks. $4.00 was the price you could resell them for. Your profit was $100.00.
2. You paid $5.00 for 100 student desks. $4.00 was the price you could resell them for. Your loss was $100.00

The students will figure and compile financial statistics which will accurately reflect their present financial status.

The next step is submitting sealed bids on school property. Each group's entire financial assets can be used to bid on the school and the property.

## FINANCIAL OUTCOME FORM

| BID ITEM | BEGINNING BID | SALE PRICE | PROFIT/LOSS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

GROUP PROFIT OR LOSS: TOTAL_____

STEP VII

BEHAVIORAL OBJECTIVE:

After determining the groups financial situation, each group may submit a sealed bid for the building and grounds. The winning bid will be highest acceptable bid submitted.

IDEAS TO BE LEARNED:

1. Sealed bids are one way to buy property.
2. On a sealed bid, only one submission is possible.
3. Public property is often sold by sealed bids.
4. A bond or cash deposit is necessary when submitting a sealed bid.
5. It is possible for all bids to be rejected.
6. A poor reputation may result in the loss of a sealed bid.
7. Members of group share responsibilities for group decisions.
8. Compromises are essential to an effective group activity.

LEARNING ACTIVITY:

1. All students will participate in group planning sessions.
2. Each group will submit a sealed bid for the school building and property.

EVALUATION:

The opening of bids. The awarding of the property to the successful bidder.

INSTRUCTIONS TO THE TEACHER:

Prior to submitting a group sealed bid on the school and its property a real estate agent should be contacted by each group for advise in appraising the building and land.

RULES FOR SEALED BID

1. One bid per group.
2. 5 per cent earnest money must accompany all bids.
3. Any or all bids may be rejected.
4. Bids must not be more than the groups available cash.
5. All members of the group must sign the bid.
6. Bids must be notorized by a Notary Public. (optional)
7. Power of Attorney must be obtained for any student not available for signing. (optional)

INSTRUCTIONS TO STUDENTS:

Make an appointment with a real estate agent.

Discuss together the group's plan to bid on the school.

Ask the real estate agent to help your group arrive at a reasonable bid on the school and its property.

INSTRUCTIONS TO THE REAL ESTATE AGENT:

A number of students will visit with you. They are involved in a simulation game called "Sell the School." The students will need help in setting up criteria for making a potentially acceptable bid on the school grounds and building.

STEP VIII SEALED BID

(One per group.)

Alpine School Board Invitation to Bid.

Bids will be received by _____ of Alpine School District until _____ (day) at _____ (time). Surplus property located _____ (address).

Specifications may be obtained from Alpine School District, 50 North Center, American Fork, Utah 84003.

The School Board reserves the right to reject any or all bids. A 5% Earnest Money deposit must accompany all bids. All checks or money orders will be returned to unsuccessful bidders.

# PHASE V

# EVALUATION
and
# CULMINATING ACTIVITIES

PHASE 5.0 EVALUATION AND CULMINATING ACTIVITIES: Introduction

CAREER AND PERSONAL SATISFACTION:

In this section the students will analyze areas of job satisfaction by using a profile rating sheet. (scale 1-10) A career study sheet, and related reference materials. He will also rate his own interests in career characteristics which contribute to personal satisfaction.

IDEAS TO BE LEARNED:

1. Interest and ability should go hand in hand in job selection.
2. There are many factors besides money involved in career consideration.
3. Career selection may determine where you live.
4. Career selection may determine your social life.
5. Career selection may determine your leisure life.
6. Career choice may determine the kinds of people you work among.
7. Career choice may influence your status in society.
8. Career decision may effect your social, religious, and cultural attitudes.
9. Job analysis can be helpful in determining probable success in a career.
10. Most men and women need avocations as well as vocations or careers.
11. Avocational activities provide self-development, self-expression and entertainment for leisure time.

LEARNING ACTIVITES:

5.1 Career Interest Profile. Personal Interests and a job interest profile are rated. (Place in student portfolio.)

5.2 How Careers Affect You? An activity which causes students to identify careers as a contribution in their lives.

5.3 Career Study Sheet: Students will analyze and discuss their findings on careers and avocations. (Place in student portfolio.)

5.4 Repeat the sound-slide presentation that introduced the unit.

ACTIVITY 5.1

## CAREER INTEREST PROFILE

Selected Career _____ Name _____

Period _____

INSTRUCTIONS: Scale your degree of interest from 1 to 10 on the following profile, 1 being lowest or of little importance and 10 being highest. Mark your decision with a dot.

Rate the career you are studying in the same way except mark with an x. Complete the profile by drawing lines from dot to dot and from x to x.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Work with people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. | Working indoors | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. | Working with machines and tools | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. | Office work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. | Record keeping | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. | Regular hours (8 to 5) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. | Travel on the job | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8. | Advancement opportunities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9. | Health risks or dangers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10. | Job security | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11. | Fringe benefits | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12. | Work alone | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 13. | Social position in Community | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14. | Perform useful service | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 15. | Mental work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 16. | Daily routine work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17. | Dirty working conditions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18. | Working with plants or animals | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 19. | Shift work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20. | Self employed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21. | Creative work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 22. | Heavy physical work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 23. | Decision making | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 24. | Frequent moving of residence | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 25. | Arrange own working hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 26. | Supervise others | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 27. | Emotional stability | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 28. | Hand and finger dexterity | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 29. | Patience | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 30. | Favorable to family life | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

PLACE THIS SHEET IN STUDENT PORTFOLIO

ACTIVITY 5.2

5.2 CULMINATING ACTIVITY - HOW CAREERS AFFECT YOU

BEHAVIORAL OBJECTIVE:

Students will list and describe some of the services which various careers have provided for their individual growth and development from birth to the present. They will observe how careers render services and create products and how we are dependent on each other for products and services.

IDEAS TO BE LEARNED:

1. People are dependent on each other for products and services.

2. Careers render a service or a product to satisfy human needs.

LEARNING ACTIVITIES:

Students will list various careers and describe how these have contributed to their development up to the present time by using the culminating activity sheet: "How Careers Affect You."

Activity 5.2 CULMINATING ACTIVITY: HOW CAREERS AFFECT YOU
(Use separate page for responses)

I. NAME FIVE CAREERS THAT CONTRIBUTE TO YOUR WELL-BEING PRIOR TO YOUR 5th BIRTHDAY. TELL WHAT EACH CONTRIBUTED:

1.
2.
3.
4.
5.

II. YOU LIVE IN A HOUSE. NAME 5 CAREERS THAT CONTRIBUTED TO THE CONSTRUCTION OF THAT HOUSE.

1.
2.
3.
4.
5.




III. NAME FIVE CAREERS THAT HAVE CONTRIBUTED TO YOUR PRESENT COMFORT AND CONVENIENCE WITHIN YOUR HOME.

1.
2.
3.
4.
5.

IV. YOUR MOTHER IS IMPORTANT IN YOUR HOME. NAME 5 HOUSEHOLD ACTIVITIES YOUR MOTHER DOES THAT REPRESENT CAREERS:

1.
2.
3.
4.
5.

V. NAME 5 other CAREERS THAT HAVE CONTRIBUTED MOST TO YOUR LIFE SINCE YOUR BIRTHDAY. TELL WHAT PART EACH CONTRIBUTED:

1.
2.
3.
4.
5.

CULMINATING ACTIVITY: HOW CAREERS AFFECT YOU

CULMINATING ACTIVITY: HOW CAREERS AFFECT YOU

ACTIVITY 5.3

## CAREER STUDY SHEET

BEHAVIORAL OBJECTIVE:

Career information kit such as Desk top, Occupational Explorational Kit (S.R.A.), Widening Occupational Roles Kit (S.R.A), Career Study Sheets, Career Interest Profile Sheets will be used as students complete the career study sheets and discuss their findings.

LEARNING ACTIVITIES:

(Those activities that support and fulfill the behavioral and learning activities.)

1. Study references for career, fill in study sheet, chart personal interests on profile. Rate on profile sheet career he is studying.
2. Small group discussions of careers investigated.
3. Group reports to entire class with class discussion.
4. Introduce avocations.
5. Individual demonstrations of hobbies.
6. Alternate activities: (1) Showcase display of hobbies. (2) School Avo-career and career days. (3) Avo-career quest hour. (4) Invite resource person to class. (5) Field trip. See alternative Activities page.
7. Each student choose career with which he is familiar. Rate it on the career profile, and list one or more avocations that would be supportive of it.

EVALUATION:

HOW DO WE KNOW THE STUDENT SUCCEEDED? WHAT BEHAVIOR HAS HE ACTED OUT? HOW ARE WE MEASURING HIS ACCOMPLISHMENTS?

Have student hand in activity seven (7).

PLACE RECORDED ACTIVITIES IN PORTFOLIO.

ACTIVITY 5.3

## CAREER STUDY SHEET

In this career what special ability or skills would one require to be successful?

What special preparation is required for success in this career?

What satisfaction other than money, could one realize in this career? (Job location, hours of work, job security, feeling of accomplishment, creativity, etc.)

Would this job require a special geographic location? If yes, explain in detail.

What special working conditions would one need to be aware of in this career?

Explain the social level one could expect in this career? (Friends, clubs, recreation, family life, community status.)

# PHASE VI

# THE RESOURCE FILE

ACTIVITY 6.1

## RESOURCE PERSON PREPARATION SHEET

BEHAVIORAL OBJECTIVE:

The Resource Person Preparation Sheet will be used at anytime during the unit when resource people are brought into the classroom. This sheet may be filled in by a student, or the teacher, and it should be given to each resource person PRIOR to the classroom visit.

IDEAS TO BE LEARNED:

1. Resource personnel are important sources of career information.
2. Pre-preparation of the class for a resource visit is essential to the success of the visit.
3. The Preparation Sheet will assist the resource person in the presentation.
4. Presentations by resource people generally are improved by group involvement.

LEARNING ACTIVITIES:

Use the "Resource Person Preparaton Sheet" at anytime during the unit. (See attached sheet.)

## RESOURCE PERSON PREPARATION SHEET

TOPIC TO BE DISCUSSED:

(Items to be arranged by student (or teacher) before Resource Person is brought into the classroom.)

FOR THE STUDENT (or Teacher)

1. Name of Resource Person _____
2. Position _____ Career _____
3. Personality & Background _____

_____

4. Date Resource Person will be in classroom _____
5. Time _____ Place (room number) _____
6. Transportation (necessary?) _____
7. What would the class like or expect to learn from the Resource Person? _____

_____

_____

_____

FOR THE RESOURCE PERSON

1. Student (or Teacher) Contact's Name _____
2. Phone Number _____ Age level of class to visit. _____
3. Interest of this class _____
4. Pre-assessment of this class's knowledge of topic _____

_____

5. Try to involve students in presentation:
   - (a) Review above student requirements.
   - (b) Put information on age level.
   - (c) Put students in role-playing job situation where and when possible.
   - (d) Bring visual aids, equipment used on the job, and etc.
   - (e) Try to avoid lecture presentation.
   - (f) Allow for questions.
   - (g) Let them touch, feel, smell, try, taste, etc.

ACTIVITY 6.2

POSSIBLE FILMS - See 1973-74 BYU Film Rental Catalog

Careers in Engineering 1964

Architectural Careers 1970

Business Machines Operations 1970

Cooks, Chefs, and Related Occupations 1970

Job Opportunities in Hotels and Motels 1970

Jobs in Cosmetology 1970

Jobs in Drafting 1970

Jobs in Health 1970

Jobs in Sheet Metal Trades 1970

Jobs in Small and Major Electric Appliance Repair 1970

Jobs in the Automotive Trades 1970

Jobs in the Baking Industry 1970

Opportunities in Clerical Work 1970

Opportunities in the Machine Trades 1970

Opportunities in Sales and Merchandising 1970

Opportunities in Welding 1970

Where Were You During the Battle of the Bulge?

The Fable

Activity 6.3

ALTERNATE ACTIVITIES

WHAT DO I HAVE TO OFFER A CAREER?

SUGGESTED ACTIVITIES:

1. Small group activity.

   Have students assume they operate a particular business enterprise such as a clothing store, etc. They must hire employees for the store. Make a list of the qualities they would look for in hiring employees. Give reasons why. Role play a personnel director's meeting and discuss various imaginary applicants who desire employment.

2. Invite a store manager to class. Have him discuss employment procedures and explain what qualities his company looks for in selecting employees. Encourage open discussion with students freely asking questions.

3. Invite a counselor from the employment office to join your class and lead a discussion about skills and personal traits employers look for.

4. Have each student write a letter of reference about himself to accompany his application for a job.

Activity 6.4

ALTERNATE ACTIVITIES

COMMUNITY PROBLEMS FOR CAREER EXPLORATION

Choose a common community problem. An actual, current problem is best. In class discussion with your students determine what careers would be involved in its solution. Have students role play the parts after carefully studying each career involved.

Example: COMMUNITY PROBLEM: City needs additional culinary water. Because of increased population our culinary water supply will not meet the demands. Restrictions must be placed on water use.

WHAT CAREERS ARE DIRECTLY INVOLVED IN SOLVING THE PROBLEM? City Manager, City commissioners, Police, Judge, and Clerk. Since these officials are not full time career people, their regular careers could be learned and studied so that students would understand how variety of career background contributes to a city commission's decision.

Students will role play meeting with discussion in search of a solution, etc. If decision was to drill another well and install a pump, then other careers are added such as geologist, surveyor, abstractor, engineer, attorney, well driller, excavator, electrician, cement worker, carpenter, plumber and others.

Students will study careers involved, and then present a socio-drama to the class, role playing the various careers as they illustrate how each contribute to the success of the project and thus to the service of the community.

Students can write the script for the play or present it by "off-the-cuff" role playing the parts.

Other community needs or problems for similar type activities might be:

A recreational park
A clean-up campaign
A youth employment program
A street lighting project
A senior citizen center
A real estate agent wants to develop a mobile home subdivision and wants zoning ordinances changed.
A lawsuit is involved
A swimming pool
A health center
A street improvement project
A youth activity center
A pollutive business enterprise comes to town
A real estate agent sells a house in a residential area to be used as a "Home for 'Lost' boys."

The community and merchants want to solve a shoplifting problem.

Vandals are destroying public and private property in the community.

Etc.

Activity 6.5

ALTERNATE ACTIVITIES

1. A showcase display of hobbies can be arranged. Encourage students to demonstrate hobbies in class and then display in showcase. Or, appoint a committee and give them the responsibility of the showcase.

2. Get the support of the entire school and plan a career day involving the community.

3. Get the entire school involved in a Career quest hour. This could involve only one hour of the day preferably sixth period. Resource people can be invited to come for the hour. Students can be used as resource people to demonstrate their careers and avocations. This quest hour may be used several times during the school year.

4. Inquire regarding special hobbies that have become vocations. Invite a person to come to class and discuss his experiences.

5. A field trip to such a business enterprise could also be arranged as a culmination of person's visit to class.